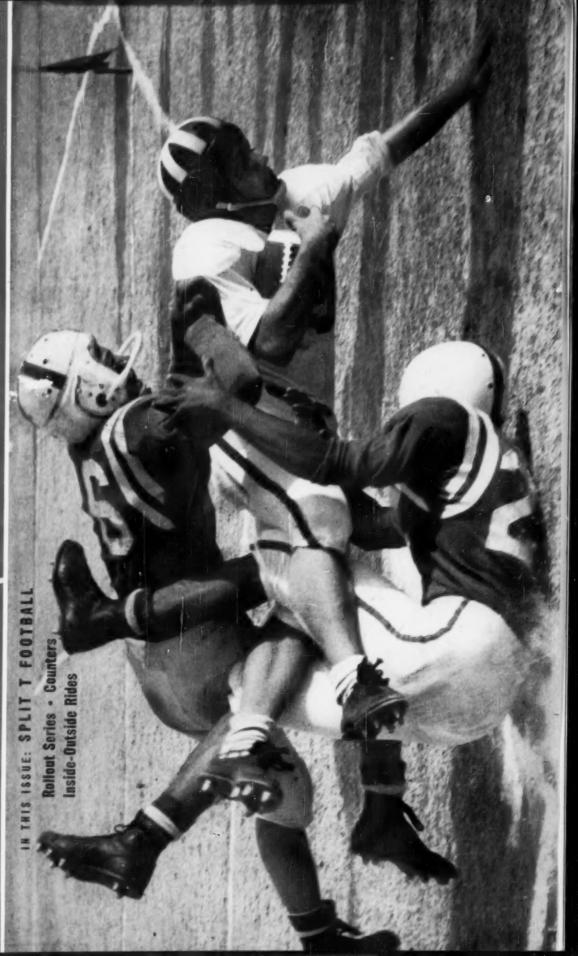
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SCHOLASTIC

Reg. U. S. Pat. Off.

VOLUME 26 . NUMBER 9 . MAY 1957

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Cover Photo: Scholastic-Ansco Photography Awards, by David Parker, West Phoenix (Ariz.) High School

Publisher • G. HERBERT McCRACKEN
Editor • HERMAN L. MASIN
Advertising Manager • OWEN REED
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SCHOLASTIC COACH IS ISSUED MONTHLY DURING THE ACADEMIC YEAR (SEPTEMBER THROUGH JUNE) BY SCHOLASTIC MAGAZINES, INC., PUBLISHERS OF SCHOLASTIC MAGAZINES FOR HIGH SCHOOL STUDENTS.

ADDRESS EDITORIAL AND ADVERTISING COMMUNICATIONS AND CORRESPONDENCE CONCERNING SUBSCRIPTIONS AND CIRCULATION TO SCHOLASTIC COACH, 33 WEST 42 ST., NEW YORK 38, N, Y.

SUBSCRIPTION FOR THE UNITED STATES, \$2.75 A YEAR, CANADA, \$3. FOREIGN. \$3.25. BACK ISSUES: CURRENT VOLUME, \$50: PREVIOUS VOLUMES, \$500.

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DEPT. P-7



Aw, c'mon, make 'em shoot!

THE mills of the basketball gods may grind kind of slowly, but they grind pretty fine. Witness the latest rules changes. After countenancing three years of foul-shooting parades, the National Basketball Committee has finally ameliorated that abortive one-and-one rule.

From now on, the one-and-one will apply only after the first six fouls by a team in each half. (For high school play, it will be after the first four fouls.) While the new rule isn't as sound as the pro rule from which it was borrowed, at least it will reduce those dreary tableaux on the charity line.

That represents progress, and we'd now like to see the rules doctors go to work on that great pain in the poop-deck, the stall. Isn't it about time they operated on that hideous canker? Who enjoys those tedious, listless slow-downs that lead either to excruciating ennui or to harum-scarum scrambling and clawing? This is basketball?

At least a dozen big games last season, including the NCAA final, were ruined by boresome stalling. As long as it's legal, a lot of coaches are going to resort to it. But who likes it? Nobody!

That the rule makers are cognizant of this is evident in another of their new edicts. This orders the officials to warn the team "responsible" for a stall to make a "reasonable effort to get action" or be subject to a technical foul. The team behind in the score will be considered "responsible" for the stall.

Unfortunately, this "solution" has more loopholes than a swiss cheese. First of all, it asks the officials to define a stall, and that can be mighty tough at times. But that's nothing compared to what it can do to the game.

Every smart team which runs up a lead can immediately go into a tight zone defense, and the offense will be forced to move through it. All the smart maneuvering designed to overload or draw out a zone will have to be thrown out of the window. The zone can stay close and compact, forcing the offense to setshoot over it.

When the leading team gains possession, it can promptly go into a slowed-down offense. This will force the defense to come out after them, making the defense exceedingly vulnerable.

Nobody should be forced to do anything in basketball—EXCEPT SHOOT. And therein lies the only foolproof solution to the whole vexing problem of stalling. Simply put in a time limit, say 24 to 30 seconds, in which the offensive team must shoot.

The pros have been operating under such a rule for three years and it has worked beautifully. In fact it has saved the league from extinction. What is the NBC waiting for?

The feeling is that our schoolboy hoopsters aren't experienced enough to get off a good shot in 24 or 30 seconds. That's nonsense! Statistics prove that the average team gets off a shot every 15 seconds. So why not make it mandatory to shoot within a definite time limit? Such a rule would not only kill the stall but prove the greatest tonic to basketball since the elimination of the center jump.

We believe that the mandatory shot is as inevitable as death, and we hope we don't have to wait that long before it's written into the books

THANKS a million, friends, for all your wonderful letters on our editorial in the April issue ("The New American Myth: Physical Unfitness"). It's nice to know that the editorial hit the spot and that you're solidly behind us.

As we pointed out, the current alarm over our physical fitness stems from an international testing bee among 7,000 children in the U. S., Switzerland, Austria, and Italy.

These youngsters, aged 6 to 16, were subjected to a battery of six physical fitness tests. And the results were shocking: Only 42.1% of the American kids passed every test, compared to 91.1% for the European kids.

In our editorial, we sharply rebutted the apparent conclusions. Among our arguments was the thesis that the tests hardly constituted a yardstick to physical fitness, that they were weighted against the American youngster.

So you can imagine our gratification when, soon after the issue rolled off the press, we came across a newspaper item that confirmed our thoughts. Written by a renowned medical authority, Dr. T. R. Van Dellen, the article pin-pointed the one great weakness of the Kraus-Weber Tests—that failure in any one of them classified the child as deficient in muscular fitness.

How unfair this was to the American kids may be gleaned from Dr. Van Dellen's own words:

The maneuver that gave our youngsters the most trouble was bending forward and touching the toes. Physical educators pointed out that if this part of the test were eliminated, Americans would compare favorably with Europeans. They contend that this is a specific index of flexibility and not of strength.

American boys and girls are taller than Europeans, probably because of better nutrition. Growth begins in the bones and it takes time for the muscles to catch up. As a result, they are taut and interfere with flexibility. The latter comes with full growth and the results of the test on older children confirm this finding.

These tests have been repeated in many parts of the country, and in general confirm the original results.

All this made us feel pretty good about the way we wrapped up our think-piece, to wit: "Is the ability to touch your toes really so important for the nation's fitness?"

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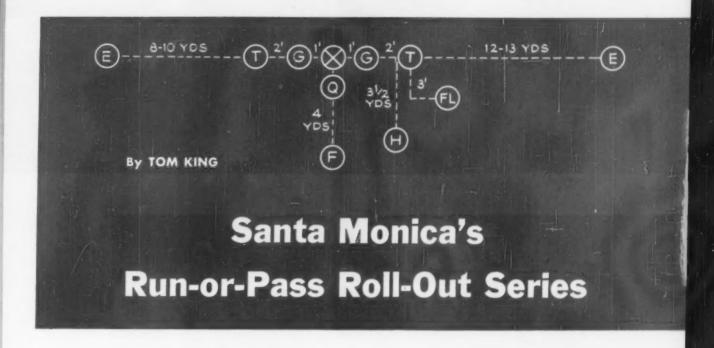
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ANTA MONICA, long a schoolboy football power in California, has enjoyed unusual success the past several seasons with the quarterback run-or-pass option play.

Employing a pro-type offense, with split ends and a flanked half-back, the school captured three State CIF championships and seven consecutive league titles in a seven-year span! In the last 10 seasons, it has won 85 and lost 15, for one of the best records in state high school annals.

Presently coached by Bob Stillwell, former USC star who succeeded Washington State's Jim Sutherland, Santa Monica heavily accents a wide-open passing game. Four times in recent years, it completed more than 20 touchdown aerials per season. In 1952, with Ronnie Knox directing the attack, the number soared to 31, with the team amassing more than 2,000 yards by passing alone.

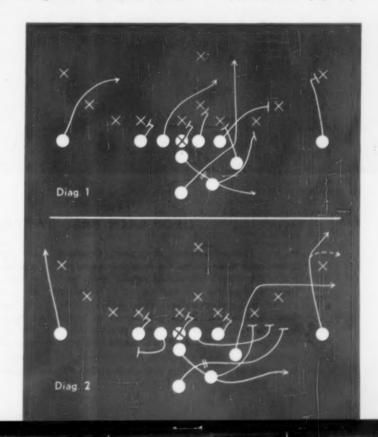
A source of important yardage season after season has been the quarterback rollout play, with variations. In this series, the quarterback goes into what the coaches term a three-step thought pattern:
(1) he can pass deep to either end,
(2) pass shallow to his flanker back,
or (3) keep the ball and run downfield himself.

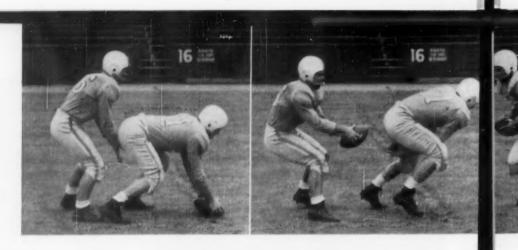
Iowa's Ken Ploen and Stanford's John Brodie both used a similar play to great advantage the past fall. A mobile, quick-thinking quarterback is indispensable to the play's success, and Santa Monica has been remarkably fortunate in this regard, having produced six first-string All-State CIF quarterbacks in the last decade.

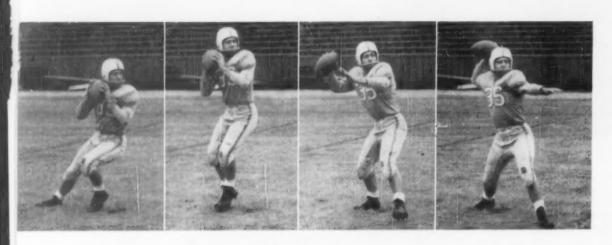
A basic off-tackle power thrust by the fullback (Diag. 1) is used to set up the quarterback option play (Diag. 2). The fullback is stationed four yards deep, the right halfback three and a half yards deep on the inside leg of the tackle, the flanker back one yard deep ond one yard outside the tackle, while both ends split from 8 to 12 yards (see diagram of offensive lineup above.)

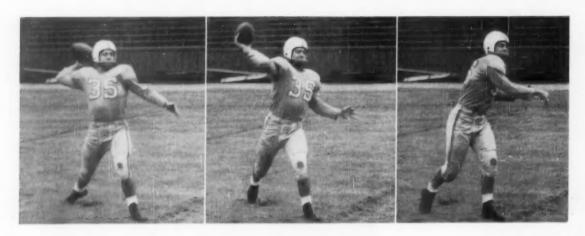
On the power play (Diag. 1), the quarterback takes the pass from center, makes an open pivot, moves two steps, then hands off to the fullback as the latter bucks into the line.

(Continued on page 54)





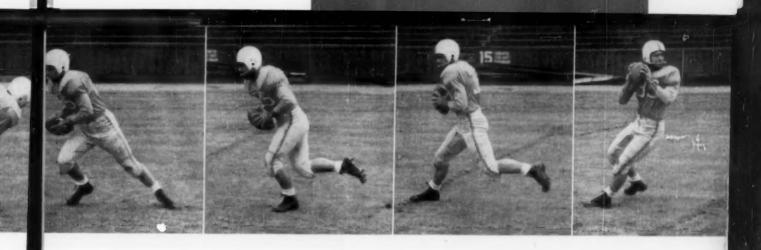




DROP-BACK PASS BY CLAUDE BENHAM

A real "picture" passer, the great Columbia quarterback demonstrates the form that made him one of the nation's outstanding passers last season. Upon receiving the ball from center, he pivots on his left foot and steps back deep with his right. Then, holding the ball in both hands at buckle level, he takes three more steps directly back—left, right, left. As the left foot is planted, he starts turning back to face downfield. Meanwhile he has brought the ball up to chin level. A final step with

the right foot brings him to the set position (first picture in second row). At this point there's no telling in what direction he will throw—thracks to his poise, head carriage, and form. Once he spots the open man, he whips the ball back beautifully behind the ear and hop-steps forward. The left leg is planted in the direction of the throw and Benham delivers the ball with a fine overhand motion, the arm following through across the chest for power, accuracy, and protection.



Quarterbacking the Offense

By ALDO T. (BUFF) DONELLI, Head Coach, Columbia University

OOD quarterbacks are about as rare as snow in Pago-Pago. And no wonder. Look at the attributes he must have—decisiveness, courage, keen intelligence, quickness, agility, excellent passing and/or running ability, and superb hands.

Where do you find such kids? You don't, or at least very infrequently. You must take a kid who apparently possesses some of these qualities and then work, work, and work some more with him. If you're lucky, you may wind up with a polished quarterback — in about three years. Then you'll have to repeat the process with another kid.

An entire book can be written on quarterbacking—and it still may only scratch the surface. There are simply too many intangibles and too many unforeseen situations that are constantly cropping up. However, certain factors remain basic, and it's with this in mind that the following guide is presented. With this as a basis, the coach can launch his qb-development program. All set, hike.

In order to do a good job of running the team on offense, you must:

 Know your coach. Know exactly how he feels about almost every situation. You should almost be certain of what he'd want you to do in most any circumstance.

2. Have confidence in yourself.

Have the confidence of the team.
 Know scouting information thoroughly.

You must have a very good general understanding of football. 6. You must know thoroughly all of the plays you have to work with including:

Assignments versus all types of defensive setups and types of play.

Which of your plays are basic (plays that are sound and should work with a reasonable degree of success against any defense and without a buildup).

Plays which are complementary to these basic plays (plays that work best when a certain defensive man is doing a certain thing).

Specials (plays that require a certain buildup and that aren't good until the defense is doing certain things, and then they become extremely good long gainers. Examples: Sally Rand, draws, screen.)

Under what conditions each play is (a) at its best, (b) fair, (c) has little chance to succeed.

What each play will do for you (a) when it succeeds, (b) average time you run it, (c) when it fails.

7. You must know the full meaning of your constant tactical factors: (a) score, (b) time, (c) down, (d) yards to go, (e) position, (f) weather and field condition.

8. You must know how to build climax of touchdown plays, and this involves:

(a) Logical arrangement of plays(not merely mixing up plays).(b) Knowing what effect the things

you do have on the defense.
(c) Ability to anticipate what the

defense has on their minds and 5, 6, and 7 above.

9. You must record and remember

what happens as the game progresses.

10. You must develop your powers of observation, and you must know how and where to get information on

these things you cannot observe your-self.

11. You must have a will to win and a readiness to take advantage of anything that will help you to win.

12. You must learn everything you can about your opponents in advance, and add to this knowledge as the game progresses. Be ready and able to recognize need for change in strategy as game progresses.

13. Have the courage to carry out your ideas.

14. You must have the ability to coordinate and tie together the above points without hesitation on your part. (I can consult with you and lay out a general play in advance of every game, but no matter how well this is done, no game can be accurately forecast; and once the game begins, you are largely on your own.)

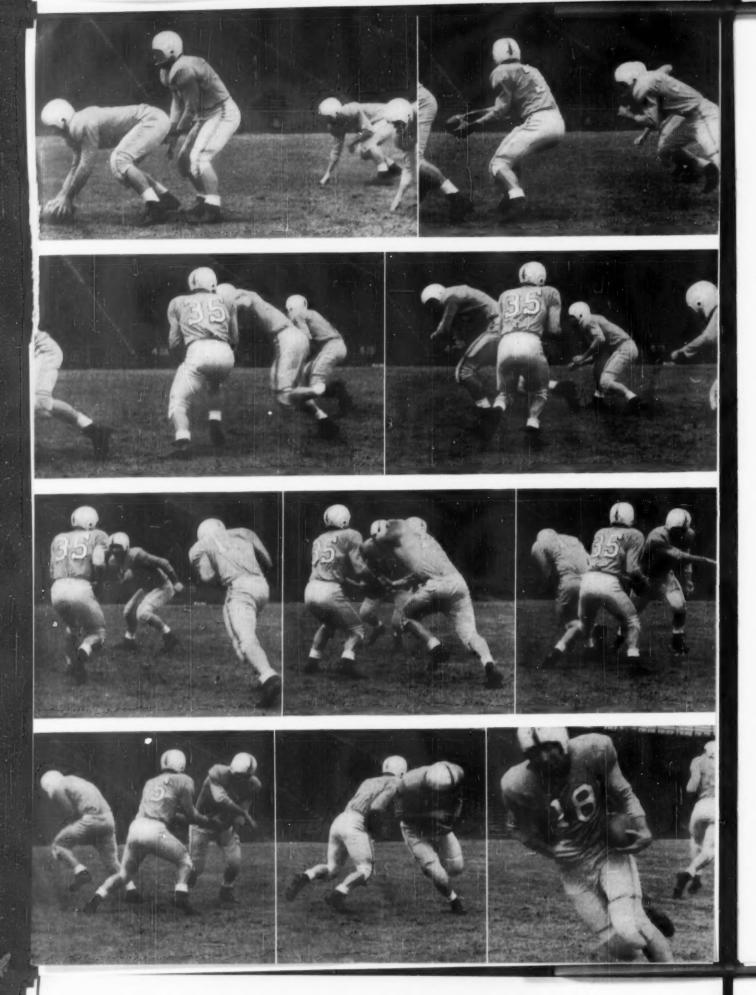
We will amplify the above points. Point 5. You should be familiar with all defensive setups and styles of play from these setups. You should realize that the opponent's offensive strength or weakness as compared to your own strength or weakness on defense is a very vital factor that you must take into consideration in this operation of your offense. Let's take two or three different situations:

(a) Your opponent has no real dangerous long-gaining attack, and your defense is strong enough to definitely stop any steady march by opponents.

(b) Your opponent is an extremely dangerous offensive team.

(c) Your opponent has great defensive strength, offense is rather weak, but they have a great field goal kicker.

It's obvious that in Case A you can (Continued on page 36)



SPLIT-T COUNTERS

POOTBALL tactics are evolving at a staggering pace. One year's absence from the game can make a coach a stranger to it. There are many reasons for this rapid development in tactics, chief among which must be the practical application of television and motion picture films, together with the popularity of the football clinic.

The ancient and honorable art of coaches lying to one another and keeping the "big secret" has been replaced by an honesty policed by science. A clinic lecturer who's withholding some newly developed technique is likely to be interrupted from the floor by: "Your pictures don't show it that way," or "It didn't look that way on TV."

Don Faurot's invention of the split T and the subsequent evolution of the now famous quarterback option, the fullback slant, and the belly series have forced an "agonizing reappraisal"—as the politicians would put it—by the defensive coaches. The most effective answer has been a defense with a nine-man front and a double safety. This defense may take many forms (the 6-3-2, 5-4-2, 4-5-2, 7 box, etc.), but they all fall under the rather general category of "umbrella" defenses.

The advantage of these defenses is that they enable the defense to rotate toward the strength of the play. The deep backs, working with the outside linebackers, rotate into a three-man-deep pass defense; while the linebackers move toward the flow of the play (Diag. 1).

The defensive backs key from one or more of the offensive backs and rotate toward the play. An excellent discussion of this keying technique may be found in John N. Hooper's article, "Keying from the Corners of the Umbrella Defense," in the June 1956 Scholastic Coach.

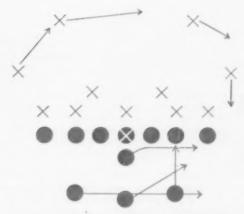
Offensive coaches have found an answer to these "umbrella" defenses in old counter plays with an occasional new wrinkle. They've found that counter plays will force the defense to rotate into an overshifted, single-safety defense (as shown in Diag. 1), enabling them to work on the weak side of these defenses.

This rotation is forced by two principal methods: (1) by starting the backfield action in one direction without the use of flankers, and (2) by the use of various types of flankers.

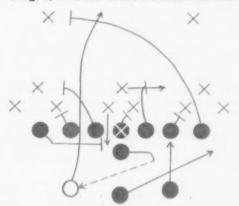
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COUNTER TO RIGHT HALFBACK

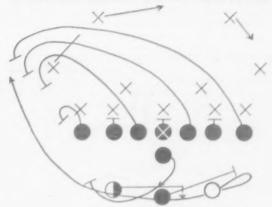
This artfully concealed counter is a particularly effective adjunct of the belly series. The qb takes the ball from center and steps back at a 45° angle toward the fb, faking the handoff to him. Meanwhile the rh jab-steps to his right and the lh starts coming around. The qb steps right and left and fakes into the lh's stomach, then hands off to the rh and keeps going back as if to pass.



Diag. 1, Rotation of the Umbrella Defense



Diag. 2, Oklahoma's Famous Trap-Toss Play



Diag. 3, Georgia Tech's Tricky Sally Rand

Diversify the Split T with an Inside and Outside Ride Series

By JOHN N. HOOPER

Head Coach, Upsala College (East Orange, N. J.)

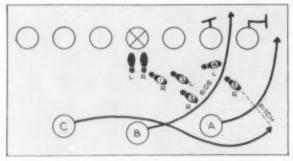
A LTHOUGH the split T has enjoyed tremendous popularity the past ten years, many coaches feel it has definite limitations to the outside. The nine-man line was the first real blow to the basic pattern, and backfield rotation and similar innovations soon made it impossible for the split T to function as it once did.

The inability to go wide with the qb option led many coaches to seek new means of supplementing their split T sequence. In many cases, this diversity took the form of a ride series—a rugged form of power football that started defensive minds turning all over again.

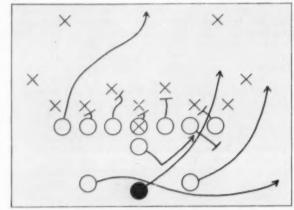
The fullback ride (often referred to as the belly series) applies the theory of delayed faking in the backfield, but retains the quick-hitting lineplay so essential to the split T. It's a system predicated on the drawing power of the fullback fake on the defensive linemen.

The effect of the basic fullback threat is such that it neutralizes the defensive linemen and keeps them "put" along the line of scrimmage. This factor is of significant importance in that it reduces defensive pursuit considerably and places greater pressure on the outside positions. Actually, the entire ride pattern is developed around the fake of the fullback into the line.

Because the ability of the fullback alone plays such a significant role in the overall success of the system, it's vitally important to weigh this factor thoroughly in the selection of your offensive components. The fullback is the key to a successful ride series, and it might prove unrewarding to attempt a ride offense without ample material at this position.



Diag. 1, Outside Ride Illustrating Basic GB Steps



Diag. 2, Outside Ride Off Tackle

A factor that's made the ride series so popular with the split T people is that it incorporates the principles of straight or man-to-man blocking. It's also easy to teach, and has shown great ability to come back to the weak side away from a flanker.

Like many forms of modern football, the ride offense stresses simplicity and ball-control. Each play is designed as a short gainer with little emphasis on the long spectacular touchdown run. The whole idea is to control the ball throughout the game. "Your opponents cannot score unless they have possession."

While the play patterns are varied, they usually fall into two classifications. The most popular of these is known as the outside ride and is developed from the fullback fake off the defensive tackle.

Diag. 1 illustrates the qb's steps on the outside ride. Note that the first step is taken with the right foot on a 45° angle away from the line. This enables the qb to get a little deeper than he ordinarily would on a regular handoff or fullback veer pattern.

After the third step is taken and the right foot planted, the qb reaches out with both hands and places the ball directly in the fb's stomach. Then he takes a wide lateral step with his left foot toward the off-tackle hole and rides the ball in the fb's stomach.

As he nears the line of scrimmage, the qb looks past the fullback at the defensive end. If the end is in a position to close the off-tackle hole, the ball is pulled from the fb's stomach and pitched to the swing

If, however, the defensive end is boxing to protect

the outside, the fullback is allowed to keep the ball and the play is run inside the defensive end (Diag. 2).

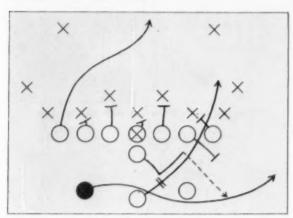
The steps of the fullback are directly toward the mouth of the hole (Diag. 1). We do not allow the fo to take a lateral jab step to the side of the play because this would slow him down considerably. By giving your fo the shortest possible route to the hole, you can be assured that the play is hitting with maximum speed and power.

Of course, speeding up the ride action puts considerable pressure on the qb in getting the ball back to the point of exchange. But so set are we in this belief, that this particular point is a must for each drill we pursue.

In order to freeze the defensive linemen on the line of scrimmage, we ask our fb to roll his shoulder down and away from the intended point of attack. In other words, if we're riding the ball to the right, **Diag. 3**, the fb takes a path directly toward the hole with his inside elbow up, forearm parallel to the ground, and his outside arm under, in a position to receive the ball.

As he reaches the line and the ball is pulled away by the qb, the fb clutches his jersey with both hands over his inside hip and rolls his outside shoulder downward sharply. This action screens the location of the ball from the outside defensive positions and makes the pitch play to the swing halfback much more effective.

When the qb elects to keep the ball for a pitch to the halfback, we ask him to take one step with the right foot in the direction of the pitch and give a dead ball pass about waist height.



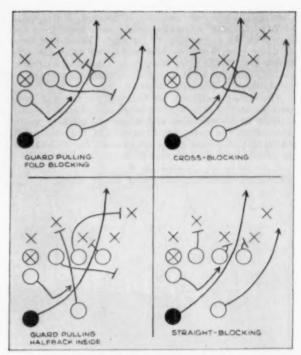
Diag. 3, Pitchout from the Off-Tackle Ride

Blocking assignments for the outside ride can be varied. As a rule, we prefer straight blocking where it's applicable to the defensive alignment because it keeps all of the ride variations looking as much alike as possible and gives our offense that split T look.

Against specific defenses, however, we have altered our blocking techniques considerably for the outside series and have found the following patterns particularly useful against variations of the nine-man front (Diag. 4).

Notice that in developing a blocking pattern to open the off-tackle hole, the defensive end must be blocked to the outside. One would think that this would severely limit the effectiveness of the pitch play to the swing halfback. This actually doesn't happen. So conditioned is the defensive end to close on the fullback as he rides off tackle, that any inside blocking pressure makes him that much more intent on stopping the off-tackle threat.

As mentioned earlier, the pitch play from the out-



Diag. 4, Blocking Varieties for Outside Series

side series is developed from the fullback ride off tackle. This is probably the best long-yardage play of the series and one that you might count on to go all the way. Though this particular pattern was produced through an option (on the defensive end) by the qb, it's possible to call a specific ride (give or keep) in the huddle and eliminate the option factor altogether.

This method of calling the play eliminates any preestablished hesitancy on the part of the qb in making the right decision at the moment of exchange. Also, this method makes clear to the fullback that he is the

Probably the biggest factor in this regard is that calling the play in the huddle reduces the psychological pressures on the part of these two players and allows them to play without the burden of indecision.

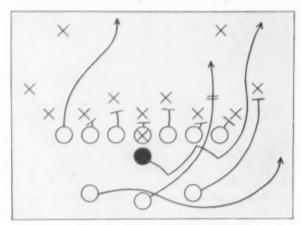
The assignment of the halfbacks is designed to put maximum pressures on the defensive flank positions on both the handoff and the pitch plays. The on-side halfback (the halfback to the side of the play—player A in **Diag**. 1) swings wide around his right end and positions himself so that he can block the corner linebacker in or out as the situation permits.

Often, as the pitch play develops and the corner linebacker advances to meet the outside threat, the on-side halfback must block him out and allow the ball carrier (player C in Diag. 1) to cut upfield inside of this block. If, however, the fullback is permitted to keep the ball and a ride off-tackle play develops, then the onside halfback must be prepared to block out on the corner man and prevent his pursuit of the inside play.

Of course, when alternative plays are run with the possibilities of an option on the end, it's rather difficult for the blocking halfback to establish the direction of his block on the corner man. If the on-side halfback meets this player head on, however, and then attempts to prevent him from maintaining his intended path of pursuit, he'll probably be blocking this man in the right direction.

Actually, whether the ball is handed to the full-back or not, the defensive corner back must play the threat of the swing man to his side. This should tend to draw him to the outside and away from the off-tackle play. If the pitch is made to the swing halfback, audible signals from the ball-carrier should aid in establishing a blocking direction.

The swing halfback or ball-carrier takes a path parallel to the line of scrimmage and should be well outside of his offensive end when the pitch is made. This offers the defensive linemen less opportunity to chase the play and cut it off, should the ball-carrier be forced to cut back away from the sidelines.

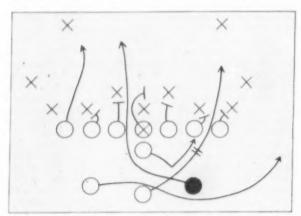


Diag. 5, Quarterback Keeper Off Tackle

A third variation from the ride series is the qb keeper (Diag. 5). This pattern is extremely effective when the corner linebacker is keying on the onside halfback and advances rapidly on the snap of the ball to stop the ride pitch play to the offside halfback.

As the qb pulls the ball from the fb's stomach, he steps toward the swing man with his right foot and fakes a pitchout with both hands. As his right foot hits the ground, he pivots and turns upfield running either off tackle or around the defensive end.

We've been particularly effective with this play after the off-tackle play to the fullback and the pitchout play have been run successfully several times. If the defensive end attempts to close the off-tackle hole while the corner linebacker maintains outside position on the swing man, a huge gap will open between these two positions. It's through this gap that the keeper play is designed to hit.

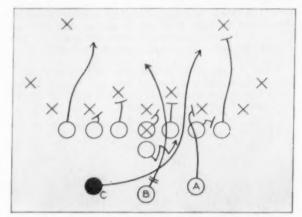


Diag. 6, Crossfire or Hand-Off to Onside HB

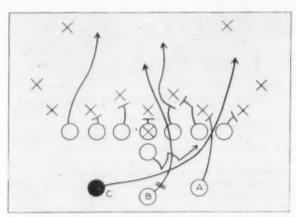
To prevent the defense from consistently overloading toward the flow of the play, it's important to include some form of counter in the series. One such play we've found rather effective is the "crossfire" or handoff to the onside halfback (Diag. 6).

The single variation of the crossfire from the basic ride pattern is that the on-side halfback asumes a veer pattern over the center of the line and takes a handoff from the qb before the ride fake with the fullback begins. The whole idea of this particular play is to catch the defense stunting toward the flow of the ride. It's not a scoring play, but rather a variation of the ride designed to keep the defense honest.

A teaching point for quarterbacks is to follow the normal ride pattern without looking for the on-side halfback. On this special play, the halfback is responsible to take the ball from the hip of the qb. This blind exchange is most effective because the defensive linemen become conditioned to the flow of the ride pattern and tend to ignore the onside halfback as he takes a handoff to the weak side.



Diag. 7, Inside Ride Left Half Thru 2 Hole



Diag. 8, Inside Ride Left Half Off Tackle

A second classification of the ride pattern is known as the inside ride (often referred to as the drive series) and is developed from the fullback fake over the defensive guard position. For the most part, plays from this series are designed to hit between the defensive ends and are more powerlike in nature than those of their sister or outside series.

Instead of exploiting the weaknesses of the defensive flank positions, the inside series is designed to

14

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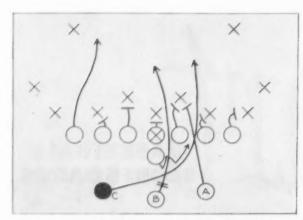


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Diag. 9, Inside Ride LH Thru 2 Hole (Variation)

add diversity to the game between the defensive ends. Like the off-tackle series, however, straight blocking is still preferred.

The biggest difference in individual technique between the two series lies in the path taken by the on-side halfback. Rather than rolling wide to block the corner linebacker as he did on the off-tackle ride, the halfback now aids with the line blocking at the mouth of the hole.

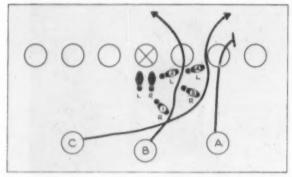
Diags. 7-9 illustrate a variety of methods by which the on-side halfback can help block key defensive positions. Though there's not a great deal of variety in the patterns illustrated, each play is designed not only to exploit a specific defensive weakness but to condition the defensive thinking as well.

The theory here is comparable to the variations in the handoff patterns of the split T offense. Each change, regardless of its seeming insignificance, plays an important role in the overall effectiveness and success of the system. Like the split T formation, the ride series can accomplish this type of diversity with very little change in backfield assignment.

This, then, is also a tenet of ride football: "Make all backfield patterns and line assignments as nearly alike as possible." The implementation of this rule not only adds to the development of a logical sequence of plays, but also, as mentioned earlier, eliminates many offensive keys and keeps the defense at an extreme disadvantage.

Diag. 10 illustrates the steps of the qb on a typical inside ride pattern to the right. Notice that his initial movement starts with a front pivot on the left foot, followed by a short step toward the fb with the right. The third step starts the fullback ride toward the defensive left guard.

The ride motion and ball exchange is exactly the



Diag. 10, Q8's Steps on Inside Ride Pattern

same for both series with the exception of the "give or keep option" of the offtackle series. No attempt is made to option a defensive lineman on the inside series, and each play called in the huddle specifically designates the ball-carrier.

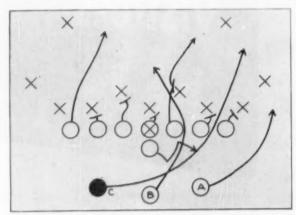
The fake of the fb in the proximity of the point of attack is a most important phase of ride football. By drawing the defensive linemen out of position with the draw of the inside fake, the ball can be successfully handed off to the off-side halfback through the hole that has resulted.

When comparing the major difference between the inside and outside series, you'll note that the role played by the fb is relatively constant. In both series, the fb is the basic fake into the line. His shoulder roll at the point of attack is a most significant factor establishing the defensive patterns of play. Though his path varies slightly between series, his potential as a ball-carrier is a constant offensive threat.

Other than the major difference in the design of the patterns themselves, the second most distinguishing factor between the two series appears to be a definite dissimilarity in halfback assignments.

In the outside series, the on-side halfback is primarily a downfield blocker and usually rolls wide against a nine-man front to block the corner man. On the inside series, he becomes a line blocker and helps with specific line assignments between the defensive tackles. (Note player A in Diags. 7-9).

The off-side halfback (player C), who's the swing man in the outside series to the right, becomes a ball-carrier on the inside patterns and usually carries the ball directly to either side of his offensive tackles (Diags. 7-9).



Diag. 11, Combining Inside and Outside Rides

There are several play patterns that combine the qualities of both the inside and outside series. Notice in **Diag.** 11 that the on-side halfback has taken a flare pattern toward the corner line backer (a definite characteristic of the outside ride). The fullback, however, has taken a path intermediate between that of the inside ride (over the guard) and the outside series (to the outside shoulder of the offensive tackle); while the offside halfback has taken a definite inside pattern, carrying the ball off the outside shoulder of the defensive left tackle.

Actually, there's no end to the combinations that might be developed from the qualities of both series. We've found the pattern in **Diag. 11** to be our most successful off-tackle play and consider it part of our outside series.

(Continued on page 46)



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PART 2

N LAST MONTH'S installment, the authors touched on the benefits of athletic participation; outlined the relationship among coach, trainer, physician, and specialist; and offered a program on the prevention of injury, covering conditioning exercises, equipment, and protective taping. Let's continue with the matter of specific wrappings.

As to who should be taped, one should select his own program and then stay with it. At Oklahoma, we have only one rule in regard to protective taping—every boy must have his ankles wrapped or taped before every practice session or game.

If the ankle is to be taped, we use the method which we think will give the most support (Fig. 1). If the boy wishes to have his ankles wrapped, we'll use the figure-eight or better, the Louisiana wrap, or some other similar method (Fig. 2).

Why do we think it's important to have the ankles wrapped or taped? In a survey made at Harvard University and reported in the Journal of American Medical Association of December 14, 1946, Dr. T. B. Quigley,



FIG. 1, BASKET WEAVE

Two basic principles of basket or gibney type of taping for preventive strapping. Tape should be about as high as illustrated and should end up at A. For remedial strapping for ankle sprain, vertical strips (B) should extend at least to mid-calf. E represents a felt pad, which is quite important if athlete intends to run. (From Training Room Manual, Cramer's)

James Cox, and Joseph Murphy stated that since they had started the routine use of ankle wraps (15 years), none of their athletes had suffered a complete ankle ligament rupture. Dr. D. F. Hanley, of Bowdoin College, phrased it a little differently when he said, "we have not lost a man for a game in five years who has worn his ankle wraps correctly."

One method which may be used in order to determine whether or not the athletes actually have their ankles wrapped during a practice session is to have them remove their shoes while the coach is talking to them on the field at the termination of practice. The players who have followed instructions and had their ankles properly supported are permitted to go in and shower. Those who have not must remain for extra work on the field.

This has proved a very effective method of assuring cooperation by the player who feels that his ankles do not need to be wrapped.

Many times during the season it's necessary to purchase or improvise special equipment to protect a specific injury. You may want a fracture glove to protect an old hand injury, a pair of Big Boy shoulder pads to protect a weak or bruised shoulder, a pair of Peel Blocker hip pads to protect a hip, etc.

It may be necessary to build up a pair of regular shoulder pads with sponge rubber or plastic to protect some specific bruise or partial separation. A turkish towel folded and wrapped around the neck will help prevent recurring neck sprain and still permit the player freedom of action. (This method was very effectively used by Oklahoma's Bob Burris during the 1954 season in protecting a recurrent neck injury.)

After a boy is injured, the trainer or coach should work hand in hand with the team physician in the treatment of the injury. They should work as a team with the same set of rules and signals with the same objective—the complete rehabilitation of the player. In treating athletes it must be kept in mind that there are several conditions which make them quite different from the ordinary patient.

Dr. E. T. Smith, Houston, Texas, lists these conditions as: (1) He is

or should be, strong and in excellent physical condition; (2) He is young and his healing and recuperative power is above average; (3) He has an incentive to get well and will cooperate to the fullest extent and will tolerate early rehabilitative procedures. Because of these factors, we're often able to get an athlete back into competition in a much shorter period than an average working man will feel able to return to his job.

In the treatment of injuries, it must be recognized that the average high school coach has neither the proper scientific equipment nor the knowledge of the college trainer or team physician. However, there are many relatively inexpensive devices or homemade types of equipment that are available to the high school coach and may readily be used by the coach

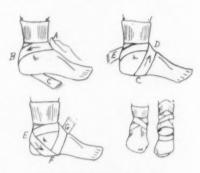
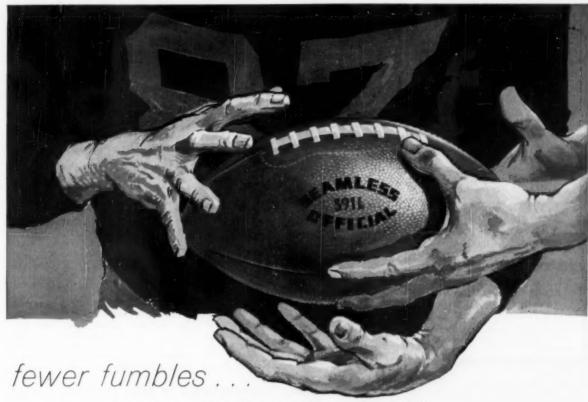


FIG. 2, LOUISIANA WRAP

A 100" web ankle wrap, it starts at A, crossing top of ankle above lateral malleolus (B), around under heel from inner side (C). It crosses dorsum of foot (D) around inner side of ankle above internal malleolus (E). Then it crosses outside of heel under plantar surface (F) to terminate at G, starting point. Wrap continues until bandage is exhausted with suitable overlapping of turns so that one turn isn't directly superimposed over one beneath it. Application should be snug but not tight enough to interfere with circulation. It may be made over a heavy sock, care being taken to avoid wrinkles. A little practice will determine the degree of tension necessary. A good ankle wrap offers tremendous protection against football injury.

By DR. DON H. O'DONOGHUE and KEN RAWLINSON



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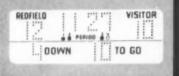


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The coach should not be expected to take the responsibility for the technical medical care of the players. Actual treatment must be supervised by a physician, who should hold himself ready to accept responsibility by either doing the treatment or supervising it through instruction of the proper personnel.

The following items are handy for the training room and are readily

1. An infra-red lamp. This has the advantage of being essentially a heat lamp, and the player himself can tell if it's too hot. An ordinary electric heater will serve this purpose if a lamp is not available.

2. Electric pad, This will be found extremely useful and can be readily used by the player himself after first warning him of the danger of overheat or too prolonged heat.

3. Contrast baths. This is carried out by having two containers each large enough to receive the part injured, usually an ankle, one filled with hot water (104-110°), one cold (45-50°). The foot is first placed in hot water for a period of three minutes and then plunged into cold water for a period of one minute; three or four series being utilized, starting and ending up with the hot.

4. Shower spray. Remove the show-

er head and direct forceful spray on the injured area. This has the same effect as a whirlpool.

5. Home-made whirlpool.6. Hot towels, which can be used alone or in conjunction with an electric pad or other heating method.

7. Hot tub for soaking. 8. Analgesic pack.

9. Percussion Douche (garden hose). Alternate hot and cold forceful stream from 10-15 feet away sprayed along the spine, out on the flanks, and over tender areas, care being taken to break the force of the stream with a nozzle or finger tips.

Along with treatment of the injury comes rehabilitation. Rehabilitative exercises should be started just as soon as possible after an injury. In fact, it is advisable to continue exercising other portions of the extremity even though the injured part must of necessity be immobilized. By this method, muscle atrophy can be prevented; and it's much better to prevent atro-

phy than relieve it.

If the extremity is kept in very good shape throughout the period of protective immobilization, the rehabilitative period will be much shorter for the part itself, since the other muscles of the extremity can take over some of the load. We're attaching hereto the rehabilitative knee exercises which may be used as an exam-

REHABILITATIVE EXERCISES TO THIGH MUSCLES

Your knee is just as good as your quadriceps (thigh) muscle. It forms the first line of defense against knee injuries. When it is weakened, strain the ligaments develop.

Knee injuries seldom occur unless the foot is firmly fixed to the ground. Injuries in the pile-up may be greatly reduced by keeping the knee flexed. Exercises While Confined to Bed or

Cast:
1. FLEXOR. Flex muscles of thigh ward pelvis. Hold until leg gets tired. Do anytime in cast, class, movies, bull session, dinner, etc. (Patellar shrug-

ging).
2. LEG RAISING. With knee joint locked (either in cast or out) lift leg up (to right angle) and lower slowly.

3. RESISTIVE LEG RAISING.
Same as above only rest angle of uninjured leg, and offer slight resistance to raising of injured leg. Continue all the above exercises

after cast has been removed.

Passive Exercises:

FLEXION EXERCISES

 Sit on table with leg extended over edge. Weight of leg will gradu-ally drop it into full flexion. on table. Grasp shin and

slowly pull to buttocks.

3. Lying on abdomen, place ban-dage around foot (or big toe) and hold in both hands. Attempt to flex knee by pulling on bandage

EXTENSION EXERCISES.

l. Standing. Place heel of injured leg on low chair and hands on knee (patella). Slowly force knee back (extension). Lying supine, place weight like

a saddle bag over knee.

3. Lying prone, place a weight over back of ankle.

GRAVITY SWING. Sit on table and swing leg back and forward.

Active Exercises:

QUADRICEPS. 1. Sit on side of table with legs

hanging over in vertical position.

(a) Raise foot on involved side to horizontal position slowly to count of 3 seconds.

(b) Hold in horizontal position to count of 3 seconds.

(c) Lower slowly to count of 3 (d) Rest for the count of 3 seconds. 2. Repeat this ten times. Rest a

little. 3. Do this through three series of

10 times each, i.e., 30 times total. 4. These exercises should be re-peated two or three times a day de-

pending upon your tolerance. 5. When able to complete series of 30 elevations, add weight to foot at next period of exercise and raise this weight until you can do it full 30

6. Continue these exercises, adding weight successively according to your tolerance until you're raising at least 25 to 30 pounds through this series. May use opposite knee for control if you like to get some idea how much you should expect to raise on injured leg.

7. Make a chart for daily progress and record on it each period of treatment, noting ascending curve of your

weight lifting capacity.
8. These exercises should be continued until circumference of involved leg and thigh is same as uninjured side and you're able to raise as much weight as you can on uninvolved side. As strength increases, add exercises such as going up and down stairs, par-tial knee bends, single knee bends,

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ple. Obviously, some exercises will be more suitable than others for a specific situation and they must be all proportioned to the degree of disability of the individual player and gradually increased as he improves.

It should be emphasized again that the player as a whole should be rehabilitated, not simply the injured part. It's the unusual injury which will not permit active exercise of other parts from the first day.

A related problem with which the high school coach or team physician is confronted is a boy who's afraid of injury. It's necessary to convince this player that if he gets himself in the proper condition, he will not be subject to injury. The coach must stress the following points in order to build up the boy's confidence.

1. He must get himself in ideal physical condition.

2. He'll be provided with good, properly fitting equipment.

3. He'll be required to have the proper warm up before competition.
4. Once he gets in the game, he

4. Once he gets in the game, he must play with "carefree abandon." The player who hesitates ends up bruised or with a more serious injury.

It's encouraging to note that we're having fewer serious injuries every year. For example, Dr. Floyd R. Eastwood reported to the American Football Coaches Association in January, 1956, that 10 players died during the 1955 season (seven in high school and three in college). This is, indeed, deplorable.

However, it should be noted that this is a sharp decrease from the annual average of 17.5 deaths since the yearly surveys were begun in 1931. He further stated that statistics show that an American youth is 12 times safer playing competitive football than he is when driving in his automobile.

We believe this improvement can be explained by the fact that there are more qualified men in the field of conditioning, that better equipment has been designed and is being used, and that everyone is becoming increasingly concerned about the conditioning of athletes and the prevention of injuries. It has been said that in the past coaches were concerned about getting a team on the field but that now they are vitally interested in keeping a team on the field. An adequate training program is one of the best means to accomplish this end.

EARLY DETECTION OF INJURY

If injury cannot be prevented, the first important step is early detection of the nature and degree of the injury. The golden time to examine an athlete for injury is at the time he's hurt. Frequently, his first examination is by the coach or the trainer.

He must conscientiously and objectively examine the player to determine as well as possible the extent of his injury. Is it serious enough to remove him from the game? Should he be seen by a physician? May he be

THIS is the second of a series of detailed articles that appeared originally in "The Journal" of the Oklahoma State Medical Assn. Dr. Don H. O'Donoghue is chairman of the Department of Orthopedic Surgery and Fractures at the University of Oklahoma School of Medicine, while Ken Rawlinson is the famous trainer of the Oklahoma teams.

strapped up and returned to competition?

To err is human, but the margin of error can be drastically reduced by a realistic consideration of the injury. Wishful thinking has no place in the evaluation of injury since too much is at stake. The player is eager to continue and shouldn't be deprived unnecessarily of this privilege. Still it's better to err on the side of conservatism, since a little time will usually solve the problem.

If the injury sidelines the player, what then? If the program doesn't include a skilled trainer, the injured person should be examined by a physician at once. The physician must form the habit of early examination.

The too prevalent custom of packing in ice or strapping until the next day is a dangerous one. Frequently, prompt, careful examination will make the diagnosis easy. Several hours or days later, swelling, edema, hemorrhage and pain may make it very much more difficult to reach an accurate evaluation of the location and extent of the injury.

So, the first step in a successful program is early examination and prompt treatment. The habit of treating Saturday's injuries on Monday is to be deplored. Once treatment is decided upon, carry it out confidently. If consultation with a specialist is needed, seek it promptly so that the specialist too may be able to take advantage of the optimum time for treatment. Once treatment is instituted, it should be carried out to its completion, with no compromise because of extrinsic pressures.

The following concepts of treatment have been found of great value:

1. The goal must be complete recovery. I've heard learned doctors say that following a severe injury a player should not expect nor indeed be permitted to return to competition. This is specious reasoning. To many an athlete this means a complete change in his career. Would you blithely tell a medical sudent or interne to change his career if you, by a better effort, could make such a change unnecessary? These boys are entitled to medicine's best effort.

 Avoid expediency. Too often the decision as to treatment may be unduly influenced by immediate considerations. The player's desire to compete, over-optimism, failure to recog-

(Concluded on page 31)

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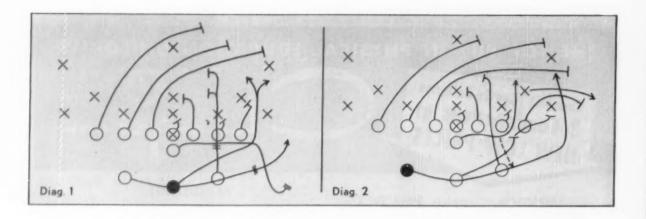
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Simplified Option Play for Run-of-the-Mill Quarterbacks

By WILLIAM F. CLIPSON, State Teachers College, Troy, Ala.

PY FAR the most difficult play for the quarterback in the basic Split T series is the option play. Not only is the moving ball-handler expected to make a split-second decision on what to do with the ball, but he may be compelled to release it just before being met by a rugged end. Often, in fact, he may have to let it go after being hit by the tackler.

Some boys can never master this quick, deceptive maneuver, and their coaches will be forced either to give up on the quarterback or adapt the play to him.

We believe you'll be interested in an effective variation of the option play that we've designed especially for the poor running quarterback and for the boy who flounders when met a few times by a hard-charging end.

Another advantage to this variation is that it offers an effect similar to the belly play on the outside defensive man. The latter cannot tell whether the ball is going to the fullback, since it's hidden from him by the fullback's body as he passes between the ball and defensive man. Where the exchange is made be-

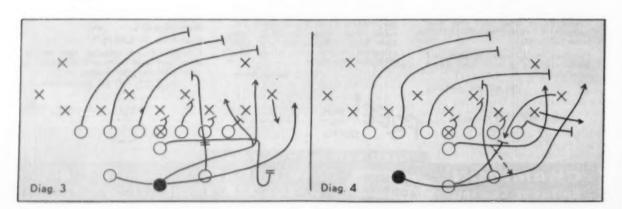
tween quarterback and fullback, the quarterback is actually reaching toward the line of scrimmage when he releases the ball.

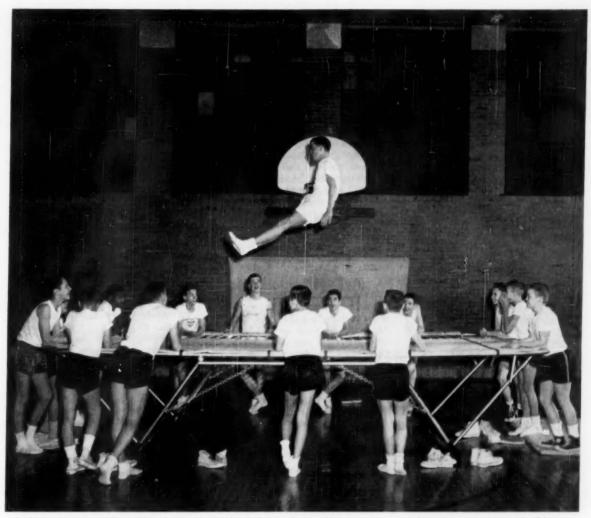
The various facets of the play are shown in the accompanying diagrams. Let's take a look at the backfield assignments.

Diving Back: Comes in hard and fast inside the offensive tackle, hoping to keep the man responsible for the dive at home. After a good fake, he's responsible for cutting off inside pursuit. If the defensive tackle cannot be contained by the offensive tackle, the dive man may fake an inside or outside dive, whichever would be more effective, and block the tackle.

Fullback: Runs at full speed to a spot one yard behind and one yard outside the offensive end. (This spot may vary toward the inside if the man to be blocked by the end obviously cannot be taken to the inside.)

Upon reaching this spot, the full-back places his hands in position for a handoff. Without looking at the ball, he takes it if he feels pressure on his abdomen and then keys off the man being blocked by the offensive end.





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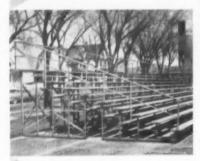
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If the ball isn't handed to him, he fakes the exchange and goes for the nearest halfback. In case the end (or whoever is lined up as if to cover the outside) is obviously crashing, the fullback should block him off the quarterback.

Diags. 1 and 2 show how the blocking rules provide for stunting. Diag. 1 illustrates the end lining up outside and taking outside responsibility, while the linebacker takes inside responsibility. Diag. 2 illustrates the same defensive lineup before the snap, but with stunting between the end and linebacker. In this case, the fullback can see the crashing end and block him, while the offensive end carries through his blocking assignment by taking the linebacker out, enabling the offside halfback to cut inside.

Diags. 3 and 4 show the end inside the linebacker. Diag. 3 outlines the play versus a normal defense, and Diag. 4 versus a stunting defense. If the man being blocked by the defensive end is sliding or stunting and stopping the play, the full-back will have to key off him, cutting inside or out since the end is able to block him.

Quarterback: Steps forward and laterally on his first step and makes a good fake of the dive play, as on the regular option. After the fake, he continues to move down the line of scrimmage, watching the defensive end or the corner linebacker, whichever lines up outside.

If the defensive man penetrates to the same depth as the quarterback or deeper but not toward him, the quarterback hands the ball to the fullback.

If the outside defensive man fails to penetrate but does not move toward the sideline, the pitchout should be made after the fullback crosses the line of scrimmage.

If the end crashes, the quarterback should pitch out soon after his fake to the dive man.

Actually, the play will work effectively if the quarterback will simply hand the ball to the fullback on all plays except when the end is crashing. If in doubt, it's best to give the ball to the fullback.

If the quarterback fails to reach the fullback in time for the handoff, he'll often gain yardage by following through the hole. As in the case of the regular option play, success here depends largely on the quarterback's working close to the line.

Insofar as the execution of the backward pass is concerned, the quarterback should use the best technique for him.

Before leaving the quarterback, a word may be in order on his fake

to the dive man. In the regular split T option, the qb disregards the diving halfback. He trains his eyes on the defensive end and leaves all the faking to the halfback.

However, the play wouldn't work for us when executed in this fashion. Whatever the reason was, the fact remains that it did begin to work as soon as our qb began faking the handoff—possibly because it forced him to wait a little longer before deciding to whom to give the ball—the fullback or the off-side halfback.

Off-Side Halfback: Should run parallel to the line of scrimmage as fast as possible, always expecting the pitchout and always watching the quarterback. If the quarterback hands the ball to the fullback, the trailing back should reach as if to catch a pitchout.

If a pitchout is made, the receiver will probably run around the outside defensive man, unless the defense stunts. In that case, he'll probably have to cut inside the man who moves to cover the outside. (See Diags. 1 and 2.) This maneuver shouldn't be too difficult, since someone will always be trying to block the outside stunter toward the sideline.

Rules for On-Side Linemen and Center: Their assignments are easily learned, since they block the defensive linemen over them; or, if none, the linebacker over them. If neither case holds, the first linebacker to the inside is the man to be blocked.

Rules for Off-Side Linemen: Go inside the lineman or linebacker over you and downfield. If you cannot get inside, you may legally block your man from behind.

Major Factors in Perfecting the Play:

- The quarterback must work on the line of scrimmage. If he moves too far off, the defensive end can cover both inside and outside.
- 2. The quarterback should never permit the ball to touch the fullback unless he intends the fullback to take it.
- 3. The dive man must get out of the way.
- 4. The fullback must be alert to three things:
- (a) He must take the ball when he feels it.
- (b) He must key off a stunting defensive man being blocked by the offensive end.
- (c) He must block the outside defensive man when he crashes.
- 5. When in doubt, the quarterback should give the ball to the fullback or keep it himself and try to go through the hole intended for the fullback.

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IMPORTANCE OF PRE-SEASON CROSS-COUNTRY PRACTICE

By EDWARD J. POREDA, Lawrenceville (N. J.) School

NCE primarily a conditioner for indoor and outdoor track, cross-country has evolved into a highly competitive sport with a tough schedule of dual and championship meets.

Few other sports place such a high premium on conditioning. But this conditioning is tough to achieve because of the short interval between the opening of school and the first meet.

And there's a pitfall around ev-

ery corner. Too much hard running the first few days may discourage the candidate and result in sore legs and blisters. In many instances, this may prove enough reason for the boy to drop out.

The lack of adequate conditioning may also result in poor early performances. Since this can seriously affect the whole season, both from the standpoint of records and team morale, there's a distinct need for some sort of work to bridge the gap between the last race in June and the first meet in late September or early October.

The coach must impress the boys with the idea that this work should be very easy at the beginning, both in pace and distance run. Progressive development is what you're seeking.

I prefer individual pre-season work as opposed to organized work-outs. Actually, I have no choice. Organized work is out of the question because of the fact that my boys come from all parts of the country.

Individual work has several advantages. First of all, it enables a boy to work at his own speed and rate of development. Without the element of competition, the boy has no undue pressure on him during the early conditioning work. He has no prestige to uphold, no one to beat. His primary concern is to reach a fair degree of conditioning which will prepare him for the harder formalized workouts upon arrival at school.

Secondly this type of relaxed running gives a boy an opportunity to prepare mentally for the cross-country season. With the mental aspect of running becoming increasingly important, it's imperative that a boy be mentally as well as physically well-conditioned. Only when a boy is in condition mentally can he prepare earnestly to get in condition physically. During this preseason period, he has time to gain confidence in himself without early setbacks.

Thirdly, many injuries can be eliminated through individual workouts during this pre-season period. General muscle stiffness, sprains, and blisters can be minimized by sensible planning and execution of pre-season practice. Many valuable practice days are lost during the season due to these conditions.

By using properly fitted shoes or sneakers and a good skin toughener during the early workouts, the formation of blisters can be greatly reduced. Gradually increased running periods on even surfaces also helps build the ankles and prevents sprains. Supplementary ankle exercises can be recommended to boys who have trouble with them. By running short distances at a slow pace and gradually increasing both

LETTER AND SUGGESTIONS TO CANDIDATES

August 17 would be a logical date to start workouts. They should be of a very easy nature about three or four times a week. I do not expect any hard running. The primary purpose is to get the legs into fair condition. Running should be done on soft, grassy surfaces or beaches. Run on hard surfaces only as a last resort. Following is a possible schedule:

1st Week: Jog an easy ¼ mile, walk ¼ mile, 10 to 15 push-ups and sit-ups (depending upon your condition). Do 2 sets.

2nd Week: Run an easy ¼, jog ¼, 10 to 20 push-ups and sit-ups (3 sets).

3rd Week: Run an easy ½, jog ¼, 15 to 25 push-ups and sit-ups (3 sets).

4th Week: Run ¾ mile, jog ¼, 15 to 25 push-ups and sit-ups (3 sets).

Following are some general suggestions:

1. Use practice schedule as a guide.

2. Take workouts during the coolest part of day.

3. First week's work should be easy. DON'T OVERDO.

4. Run in sneakers or flats. Avoid spikes for early workouts.

5. Dab feet with skin toughener. Tincture of benzoin is fine.

While doing jogging portion of workout, breathe deeply.
 It's important to jog when workout calls for it. Recuperation will be faster than by walking or stopping completely.

8. If you're not sure of distance, run approximate distance.

9. In running, land on ball of foot and rock down on heel. Avoid running on toes too often.

10. Start living like a "champ."

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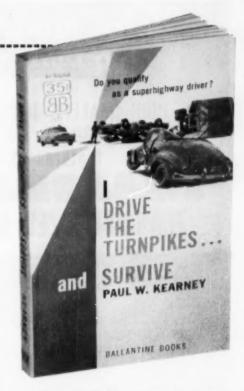
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Telecommunications Division 1149 Raritan Ave., Highland Park, N. J. the tempo and distance, boys will never know what sore leg muscles are.

To succeed in the development of a pre-season training program, the coach must have his boys' confidence. He must convince them that pre-season training is valuable. It isn't always an easy task to get the boys to train while their friends are loafing and playing most of the time. Some boys may have jobs that will take up much of their time, leaving them little time for leisure and running.

It's an all-year-round selling job that the coach must do. He must make the boys understand that the more running they do, the greater the possibility of their improving. Rarely do first-year boys turn in outstanding performances. A background of several years of competitive running coupled with a serious, faithful program of conditioning is needed for boys to move into the championship class.

At Lawrenceville, we hold a meeting of all prospective cross-country candidates during the last week of May. At the meeting, I try to impress the boys with the importance of the pre-season training and familiarize the newcomers with the basic essentials of distance running; i.e., stride, foot placement, arm carriage, and body lean.

Some of the varsity performers tell the group about pre-season training and how it helped them. In each case the varsity boys are in favor of pre-season work. Their helpful suggestions to the new boys are especially good, since no one really knows the problems runners must solve better than the runners themselves. At this meeting, we also get all the names and addresses of the boys planning to run cross-country the following fall.

During the first week of August, I send out form letters to all these boys. I suggest that they start working out about a month before they're due at school. The letter is short and simple so that a boy without previous running experience can follow the directions without difficulty. A part of the letter appears on the title page.

Many coaches have been practicing pre-season training for years with successful results. To coaches who may want to try it for the first time, I'd like to impart one bit of advice. If, during the first year, only a small percentage of the boys work out, don't feel discouraged. You'll find that more will work out the second year and still more during succeeding years.

Football Injuries

(Continued from page 22)

nize impending permanent disability, interference with school attendance, even convenience may be the deciding factor when objective medical evaluation should rule.

3. The best treatment must be done. This seems rather obvious but often we find ourselves saying, "Well, that ligament should be repaired but—". That fateful "but" may make the difference between some lesser percent of recovery and return to normalcy.

4. The physician must acknowledge the importance of restoring competitive ability to the player. If he doesn't, he has no business treating athletic injuries. A concert pianist wouldn't trust his hands to anyone who believed tha piano playing is unimportant. A vital link is formed between patient and doctor when there's unanimity of opinion as to the importance of the goal sought.

5. Treatment must be prompt. Unnecessary delay, once decision has been reached; or, in fact, unnecessary delay in making a decision isn't compatible with good results. We've been able to show conclusively that delay very often spells the difference between success and failure of treatment.

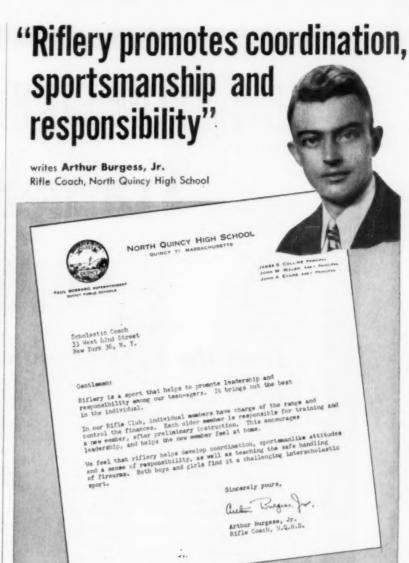
But hold! Will such a program be accepted? Certainly, but not without some time and effort on the part of the doctor. He must be able show conclusively that the program is better, not for the doctor, but for the school, the coach, and especially for the player himself. This may require educative effort, it will require time.

The doctor himself must be prepared to cooperate fully with ability and interest. Then, as the doctor improves his program, the trainers and coaches will see the result. The injured knee regains unimpaired function. The sprained ankle responds to treatment and a short complete layoff is followed by normal function as opposed to a limping, ineffectual season.

The coach will note that prompt treatment restores the player more rapidly in the long run. Usually, the substitute is a more effective player than the crippled star.

The player will not fear the doctor who has a sympathetic and understanding attitude. He notes that his buddy gets well. He soon takes treatment for granted. He expects to get well. The player will accept your recommendation for treatment, and you must be prepared to take the responsibility for it.

These aren't idle dreams of Utopia. This can be done and has been done. It must be our aim to make it the rule, not the exception. Nor does it require a full scale, university type, training program. It does require an able, conscientious coach and a physician who'll interest himself in the peculiar problem of the athlete.



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Quarterbacking the Offense

(Continued from page 9)

take chances even if these chances involve losing the ball; and if your kicking game is good enough, you can take advantage of that.

It's obvious in Case B that you best bet is to hog possession of the ball. It's dynamite whenever the other

team gets it.

It's obvious in Case C that outside of field goal range, you can gamble even if it does increase the danger of losing the ball. You must always realize that this game of football is played by two teams, not one.

The opponent is always just as vital a factor in the game as you are.

Point 6. If you don't know the assignments of everyone in all cases:

(a) You may not be able to tell someone what to do on a certain play, thereby losing effectiveness and the confidence of your teammates.

(b) You cannot tell whether it's a good play or not in any given situa-

tion.

You have two punters. One gets about five yards more distance than the other, but he's a little slower and not so cool. Certainly on any 4th down kick or kick under pressure, it's well to sacrifice the 5 yards for coolness

(it will take a good many of those extra five yards to make up for one blocked kick).

You have 3rd down and 1 yard to go. You're shooting for that first down. It's only commonsense to use your sure reliable short gainer instead of your fancy open-field running back who gets thrown for a five-yard loss occasionally.

Some men rise to the occasion in tough spots much better than others. Use the ones who have proven their

worth.

Remember this: No play is good enough without the men who can and will properly execute it. Your best play with certain men operating it may be your worst play with other personnel in the game.

Example: You have a sure-fire reverse play all built up, but if you have a careless halfback who has failed to employ his fake, the reverse play will be a wasted opportunity.

Know your personnel and keep it properly coordinated with your plays.

Point 7. Score. If you're leading, it generally calls for more conservatism. If trailing, more chances. Your other tactical factors must be considered to

determine the degree of difference.

Time. Your tactics must be varied according to the time. If you're trailing 7-6, you have the ball on your own 30-yard line, and there are 2 minutes left to play, a steady march in itself will do you no good. You must make long gainers. If you had 10 minutes left, a grinding march is O.K.

Down. Under ordinary conditions, you should figure that you must gain a minimum of 5 yards on 1st down in order to consider the play successful. If you gain 5 yards or more, it puts you in a very favorable position to advance to another 1st down. To be successful on 2nd down in your own territory, you should advance far enough so that you have 2 yards or less to go on 3rd down.

You must always keep in mind the

following:

(a) You can punt a long ways with the wind, but not very far against it.(b) A wet ball is more dangerous to handle than a dry one.

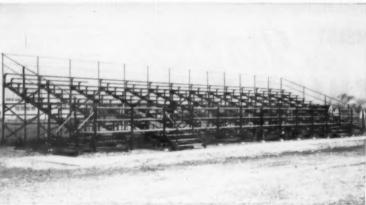
(c) Sharp cutting is nearly impossible on a wet, soggy field, etc.

The above factors are very closely interrelated. They're all present on every play, and it takes only a change in one of them to completely alter your tactics. You cannot consider a tactical factor alone. They must always be considered as a group.

Point 8. Merely mixing up your plays is no better than just guessing a number. You should have a reason

for every play you call.





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Everything your team does has some effect on the defense. (They may not change their physical positions but mentally they'll become overconscious of your attack.)

(a) A succession of wide plays will cause the defense to spread out.

(b) A succession of inside plays will cause them to close up in the same way.

(c) A succession of passes will cause the secondary to loosen up in the same way.

(d) A succession of deceptive plays will cause the defense to become over-cautious.

(e) A succession of direct hardhitting plays will cause the defense to get reckless.

(f) A defensive man doesn't like to get caught on the same thing twice. If you go outside of a man with success, he'll invariably try to defend that side more strongly, thereby weakening his inside, etc.

(g) A defensive man likes to repeat his good plays. Example: HB comes up fast and throws ball-carrier for a loss on an end run. This makes it easy to pull him out of position on a well-executed running pass.

(h) A defensive man who has nothing shot his way for a long time tends to become careless.

EXTENT OF FACTORS

It's hard to measure in advance to just what extent these factors are working on the defense, but—

The more often anything is repeated, the greater its effect will be.

The more successful anything is, the greater its effect will be. Adding your observation to this will enable you to tell just about how the defense will react to anything you choose to do.

Through logical arrangement of your plays and through the effects of the above, combined with certain generalities in football, you can anticipate with a fair degree of accuracy what the defense has on its mind in any given situation.

There always are those situations where the defense (and the crowd) expect you to do a certain type of thing. Keep your play sound, but build situations to double-cross them. You should know how to definitely build up any play, and in view of what has happened you should know when a play is up.

Point 9. You're not in a very good position to direct the attack unless you make it your business to know what happens on every play. Suppose you call an off-tackle play and it loses 2 yards. You just dismiss it by saying to yourself, "I guess that play is no good today, and I guess I had better forget it." That's poor quarter-backing. You should know why it lost 2 yards.

No matter what did happen, if you know what it is, that information is of value to you.

Point 10. You must pick up what









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you can from your own observation, but you naturally cannot see everything that happens yourself. You must realize what information is valuable. Know who on the team should have it, and have the ability to get it from him without delay.

Example: You run an end run and have an inside tackle play in mind off the same series. Your RE should be able to tell you how their tackle is playing.

Point 11. There's a world of difference between merely playing and definitely playing to win. If you find an opponent sleeping, take advantage of him, etc. Direct all of your play toward that one objective-WIN-NING!

Point 12. If you know absolutely nothing about your opponent, you can learn much as the game progresses. But it's a definite asset to have advance knowledge. Your opportunities for this will vary. A general knowledge of the type of football they play will help. Your own past experience with that team also helps. Then, too, you can get valuable information from scout reports. Know the scout report thoroughly-the strong and weak points in personnel.

All eight of these factors must be coordinated and fitted together if you expect to get maximum results.

Example: The score is 0-0, second quarter just beginning, 2nd down and 8 to go on your own 40.

The normal thing to do is either run or pass. But if you have a hazy knowledge of your plays, you're just as apt to pick out a bad one as a good one, and unless you know how they work against different defenses, the same thing is true.

A trap over the middle may be a fine play, but not unless their line is

charging hard.

A pass may be good if you're sure you have it. It can be a man to man, pattern or play pass.

You should use a play that helps

build up a climax play.

If you've forgotten the history of the game to this point, you cannot use your best judgment.

If you don't know what the defense is doing, you're not in a very favorable position, etc.

IT ALL TIES TOGETHER!

Be sure you know well the method we employ for changing plays after we line up in formation.

Understand thoroughly the method used to call blocking assignments.

Quarterback Tips

- 1. Must know general strategy and philosophy of coaching staff. Know the plays that will work against certain defenses.
- 2. Must know particular thoughts of coach and scout on game of week.
- 3. Learn all you can from scoutstrong points and weakness of team of the week.
- 4. A strong point may be converted into a weak point by some particular strategy.

5. A good QB makes a defense play into his hands by getting the jump on the team.

6. Don't try to guess the next defense coming up. Make sure you know if the team has a pattern that will tell you its next defense.

7. If you don't know, stick to plays that fit any defense or be prepared to change play at line of scrimmage.

8. Always know the weak spot on the other team. Exploit him properly. Don't overdo a play; use it to gain an advantage on 1st down or to make a first down.

9. Repeat successful plays.

10. Repeat unsuccessful plays, but always build up your team in the huddle when repeating an unsuccessful play. An unsuccessful play repeated and made successful is the best way to take the starch out of a team.

11. A good quarterback can march his team the length of the field and never leave a hash mark. This is quarterbacking. You do this by using plays that give the impression of a wide threat but never go there.

12. Do not reverse or counter much to the wide side of the field.

SALIENT CONSIDERATIONS

Most important:

1. 1st down is the most important down. To keep defense off-balance, you must make at least 5 yards on 1st down. A good quarterback always has I yard or less to go on 3rd down.

2. Make your team want to score from outside the opponent's 30-yard line. That means good selection of plays and the confidence of your

3. Inside the 30 means hard blocking and wide selection of plays. You'll find more defensive men on line of scrimmage and hard charging linemen. In-betweens and traps are always good. Off-tackle plays are also good.

4. Always throw a pass at the man who fumbled and gave you the ball. or run at the lineman who shows that he made a mistake on the last play

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By James B. Bonder

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Split-T Counter Plays

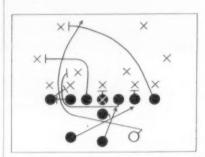
(Continued from page 11)

To capitalize on the first of these principles, coaches have had to adapt counter plays to fit into their own particular sequence.

Oklahoma has made good use of its trap-toss (Diag. 2). All the back-field action moves toward the right, except for the left halfback who seems to be getting a slow start. The quarterback takes a step to the right and then turns and tosses the ball to the waiting left halfback. This play should be very effective against the popular 6-3-2 defense, which gives the middle linebacker the responsibility of tackling either of the "dive" men from the split T.

Bobby Dodd and Georgia Tech's answer to these defenses was the famous "Sally Rand" (Diag. 3) in which the quarterback handed the ball straight back to the left halfback going right, and he in turn gave the ball to the right halfback who had started to the right, pivoted and came back to the weak side.

The quarterback was left free, after the handoff, to lead the play and turn the end in. This offers a very effective method of forcing a more cautious pursuit of your regular plays.

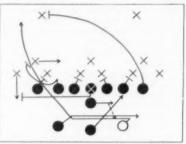


Diag. 4, Cross-Buck Against 5-4

Lawrence H. S., the No. 1 ranked Kansas team in 1956, found an answer in the old cross-buck; nothing new to football, but very effective against the 5-4-2 defense (Diag. 4).

Maryland and Oklahoma, the two most successful split-T teams in the country, enjoyed great success with a reverse-toss, quick-hitting counter play. This play (Diag. 5) is described in minute detail in Bud Wilkinson's Oklahoma Split-T Football.

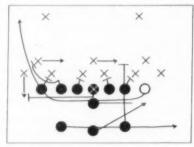
This play calls for the quarterback to toss the ball to the right halfback while moving down the



Diag. 5, Quick-Hitting Reverse Toss

line to the right. The ball goes under the arms of the left halfback and behind the back of the fullback.

The left halfback, quarterback, and fullback thus cause an optical illusion to the weak-side linebacker, in which it appears that the left halfback catches the ball just before going out of sight behind the quarterback and fullback. The right halfback stutter-steps and then follows the center's block on the weak-side end.



Diag. 6, End-Around Play

Oklahoma found the effectiveness of the reverse-toss play impaired when the defense started keying off the opposite halfbacks. They countered with the end-around play (Diag. 6), which was based on the same principle but made it impossible to key from any offensive back. The fact that Oklahoma had excellent ends did nothing to decrease the effectiveness of this play.

The second principle applied by many coaches to force the defense to rotate into an overshifted, single-safety defense is the placement of various types of flankers. The most common rotation is from the 5-4-2 into an overshifted 5-3-2-1. (Diag. 7)

Once the defense has rotated toward the flanker, the problem is

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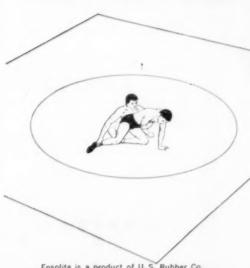
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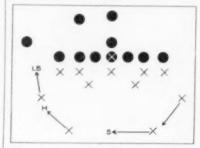
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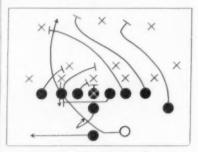
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how to come back to the weak side to exploit this weakness. Coach Carnie Smith of Pittsburg (Kansas) State discovered a very effective play by his keenness of observation.



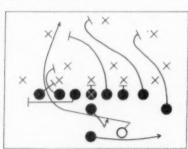
Diag. 7, Common Defensive Rotation

A B-team quarterback called a fake pitchout trap from a flanker formation, a play that was not yet in the sequence with a flanker. The coach's comment was, "He can't do that—or can he?" The truth was he could, and this became one of the most effective counter plays in the sequence (Diag. 8).



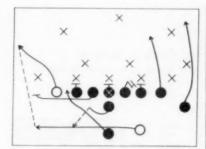
Diag. 8, Fake Pitchout Trap

Topeka H. S., loser of only one game in two years, had good success with a flanker play in which the quarterback faked a pitchout to the fullback and then gave the ball to the right halfback off to the weak side (Diag. 9).



Diag. 9, Fake Pitch, Give to RH

Frank Broyles, the new coach at Missouri, presented some of his ideas about the deployment of flankers in the Belly series in his excellent article, "Inside and Out-

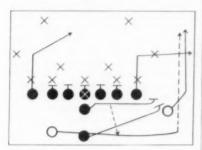


Diag. 10, Weak Side Pass-or-Run

side Belly," in the September 1955 Scholastic Coach. One of the plays was a weak-side option pass or run which put a great burden on the defensive halfback away from the flanker (Diag. 10).

In addition to these special counter plays, many coaches have found great success in using flankers (i.e. left halfback set to right), open flankers (i.e. left halfback set to left), and fullback flankers. These alignments will generally force the defense to compensate in one direction, so that the basic plays can often be run more effectively.

The open flanker poses the most serious problem of adjustment. If a team rotates toward the open flanker, they've weakened themselves on the opposite side. On the other hand, if they fail to rotate, two men will have to share the burden of defending against three men who are in a position to go deep for a pass.

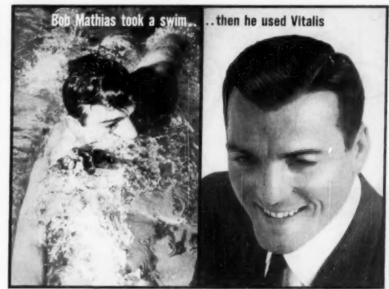


Diag. 11, Halfback Run-Pass Option

Coaches who witnessed the nationally televised Oklahoma-Notre Dame game saw a telling use of the open flanker with the basic halfback run-pass option. This play resulted in an easy touchdown (Diag. 11).

The counter plays in this article have done much to minimize the effectiveness of the umbrella defenses. No doubt many coaches have found their own answers to these defenses. This can only lead to counter moves by the defensive coaches.

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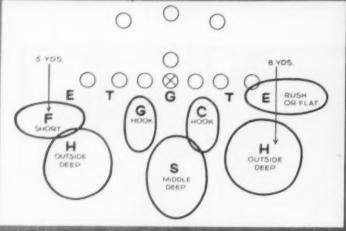
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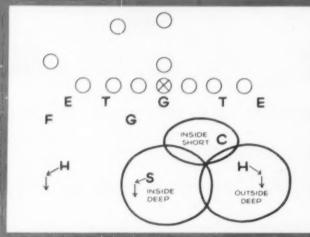
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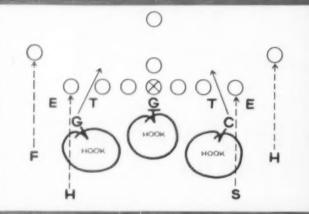
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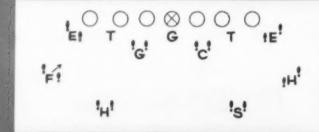
DIAG. I, BASIC COVERAGE AND ZONE RESPONSIBILITIES



DIAB. 2, COVERING THE PLANKER LEFT SITUATION



DIAG. 3, COVERING A SPREAD TYPE OF FORMATION



BIAG. 4, DEPUBLIVE STANCES AND PRET POSITIONING

By CARL F. TORCH
Asst. Coach, John Carroll U. (Ohio)

PASS

N THE nine years I've been coaching football, the matter of pass defense has presented one of the most interesting and challenging problems of my professional life.

With few (but notable) exceptions, teams are throwing the ball more and deception has improved immensely. The passing game has been closely integrated with the running attack, so that many a play that starts out like a run may suddenly develop into a pass. All this means that pass defense is more vitally important than ever.

To be successful, a team must have a systematized and reasonably simple method of teaching pass defense—and must work hard at it. Since it's impossible to blueprint a complete system of pass coverage from all defenses and against all offensive formations in a single article, this paper will confine itself to our philosophy of pass defense and the way we go about incorporating it into our system.

We divide the field into thirds and go on from there. Basically, our coverage is zone with a leavening of man-to-man. We always teach the team coverage first, then break it down into individual techniques and responsibilities.

Diag. 1 outlines our basic coverage and team zone responsibilities from the 5-4 defense.

NUMBERING SYSTEM

We number the opponents' offensive formations the same as we do our own offensive formations. As soon as our defenders detect the opponents' backfield alignment, they yell it out immediately.

This makes it very easy for our boys to learn. When they've learned our own offensive alignments and number system, they've also learned to recognize the opponents' offensive formations and have learned their basic responsibilities of shifting or rotating accordingly.

An example of this is as follows: If our opponents come out of the

DEFENSE

huddle and line up in the regular T formation, we have all our defensive backs yell "Set T!" Our defensive alignment will then cover as shown in Diag. 1.

If the opponents flank a left half-back to their right (our left), we yell out "Flanker left!" and our defense will rotate and adjust to this setup accordingly. Diag. 2 shows the opponents' offensive formation and our defensive adjustment to it. Note the difference from our basic defense against the Set T.

ALWAYS KEY OFF

In each of our defensive formations, we have our defenders keying off on someone. This keeps them alert and makes for quick reaction to the pass or run. The key for our defenders as shown in **Diag. 3** are as follows:

F-key off flanker and end.

G-key on qb looking through guards, also watch direction of fullback and right halfback.

C-same as G.

LH—key on right end and flanker. S—key on right end and near back.

RH-key on left end and near back.

The backs must constantly talk to one another, yelling out help to each other as "End across!" or "I have short, you take long!" etc.

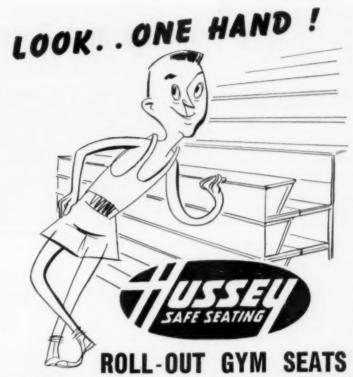
If men go in motion, we consider them as flankers and cover accordingly.

Our spread coverage (Diag. 3) is varied with three, four, or five-man fronts. With a five-man front, it looks very similar to our basic coverage, except, of course, that all but our front-line men have much greater pass responsibilities. With a five-man front, we sometimes shoot our linebackers or have them cover hook areas.

We go into a four-man front by dropping off the middle guard for hook area responsibility.

Our defenders have zone responsibility but key off on certain men.

(Concluded on page 56)



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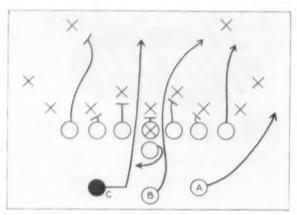
Split T Inside and Outside Series

(Continued from page 16)

Another pattern that displays combination qualities in much the same way is the counter play (Diag. 12).

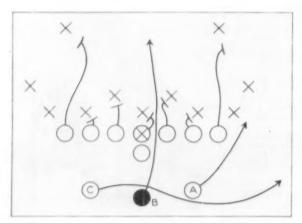
A distinguishing characteristic of this particular play is that the off-side halfback takes a step toward his fullback as though pursuing an off-tackle pattern, then counters to hit the line to the left of the center.

The blocking once again can be varied, but usually a plain "fire out" straight shoulder block is most effective. If little effort is made by the offensive linemen to open the hole laterally with angle blocking, the defensive linemen have no lateral pressure on which to key.



Diag. 12, Counter Play to Left of Center

As a result, they must play the threat of the basic fullback fake and are influenced away from the point of attack. Sometimes, an influence block by the offensive center on the defensive middle man, toward the intended hole is the best technique to follow.

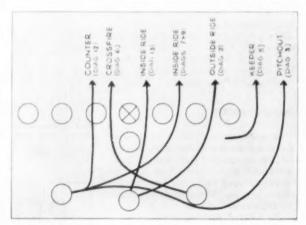


Diag. 13, Inside Ride Fullback Hand-Off

This is especially true after the fullback ride over the right guard (Diag. 13) has been run successfully several times. The defensive middle man becomes conditioned to fight toward the primary fullback fake and away from the point of attack, and the influence block by the center toward the point of attack adds to the draw of the fullback fake.

This type of counter from the ride series is usually successful against a sliding defense because the men assigned to stop the fullback aren't set up for the overall potential of the ride offense. As a result, weaknesses develop between the areas of the faking backs. The inside ride series is designed to attack through this weakness.

Actually, when you combine the potential of the inside and outside series, you'll be amazed to see the variety of areas the ride can attack with little change in blocking assignments or backfield patterns. Diag. 14 illustrates this point.



Diag. 14, Patterns from Inside and Outside Series

To be successful with the overall ground attack, however, a definite aerial threat must also be established. Though nothing has been said here about the passing game from the basic ride fake, we've found that the ride maneuver lends itself well to the establishment of a sound passing attack. Since there's little need of sending the interior off-side linemen downfield as personal interferers in a controlled offense, few offensive passing keys are available to the defense. This facilitates the development of the passing attack from the ride patterns of your choosing.

The requisites for the establishment of the ride offense are not extensive. As mentioned earlier, the fullback is the key to the backfield power. He should have the size and ability that the position demands. We feel that the available material for this single position is a fairly reliable criterion by which to evaluate the overall potential of the series.

The qualifications of the quarterback are quite similar to those demanded by the straight split T people. It's important for this candidate not only to be an above average ball-handler but an outstanding runner as well. We feel that the best halfback candidates are those who display blocking and running ability; and like everyone else, we know that good, big, fast linemen are a primary requisite for any offense. You can't go anywhere without them.

We incorporated the ride series into our split T during the 1953 season. Since that time, it has grown to the point where it now occupies approximately one-half of our total offense.

We do not wish to abandon the simplicity of the split T. The straight hand-off play is still our best offensive threat. But because of the direct similarity of the theory upon which these two offenses are predicated, we're not reluctant to incorporate any ideas that will add diversity and strength to our overall attack.

Certain areas of the split T offense are relatively weak, and it's these areas that variations of the ride offense can strengthen.

NEW BOOKS

 FLY T FOOTBALL. By Hamp Pool (assisted by Joe Nordmann, Al Hunt, John Sanders, and John Trump). Pp. 248. Illustrated diagrams and photos. Englewood, N. J.: Prentice-Hall, Inc. \$4.95.

This excellent coaching manual beautifully expounds the system of football developed by Hamp Pool from the earlier thinking of George Halas, Clark Shaughnessy, and Larry Simmering, and adapted by several Los Angeles area high school and junior college coaches.

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Over 150 excellent diagrams illustrate the coaching points.

Miscellaneous

- Illustrated Games, Rhythms, and Stunts for Upper Elementary Grade Children. By Frank H. Geri. Pp. 304. Illustrated — drawings. Englewood Cliffs, N. J.: Prentice-Hall, Inc. \$2.95. (A beautifully illustrated collection of recreational activities for youngsters between 9 and 12.)
- 1957 High School Track & Field Annual. By Dick Bank. Pp. 30. Illustrated. Los Altos, Calif.: Track & Field News. \$1. (A stupendous collection of all-time and current best performances in high school track and field.)
- 1956 Olympic Games Photographs. Los Altos, Calif.: Track & Field News. \$5. (A handsome set of twenty-one 8 x 10" photos of outstanding Olympic Game action.)



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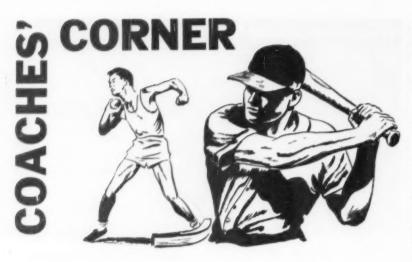
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MAKERS OF FINE NETTING FOR OVER A CENTURY



Please send all contributions to this column Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N. Y.

DISCIPLINE was a problem when Frankie Frisch took over the managerial reins of the Pittsburgh Pirates. His first action was to call for a clubhouse meeting at 11 o'clock. He arrived at the stroke of 11-and found himself

Five minutes passed. Ten minutes. Fifteen minutes. Still no one appeared. At 11:30 the players started straggling in. Frisch began slapping on fines with gusto, starting with \$25 and adding \$25 for each additional five minutes. By the time Paul Waner arrived, the ceiling had risen to \$100.

"You're 35 minutes late," snapped Frankie, "and that will cost you an even century note.

"Yah," sneered Big Poison, "go shove your fines up the deepest part of your

"That idea will cost you another hundred," promptly retorted Frisch. "Have you any more expensive suggestions?"

Experts believe that if Vinegar Bend Mizell could perfect a change of pace to go with his fast ball, there'd be no other left-handed pitcher in the majors like him.

Lefty Gomez used to hear the same thing from Joe McCarthy, "He spent 10 years trying to teach me a change of pace," says Lefty, "and at the end of my career that's all I had left-and there was no other pitcher like me."

The Gunnery, an exclusive prop school in Connecticut, was being beaten 35-13, by its arch rival, Canterbury, and the time had come for the school's

"Give me a G!" exhorted the Gunnery cheerleader, and the students roared in heartening response. The aim, of course, was to roar through all the letters in Gunnery. But the cheerleader, having got his G, threw everyone into confusion by next demanding: "Give me an E!"

The startled cheering section gave

him nothing much (reports Sports Illustrated). But an English teacher responded in a loud clear voice:

"In spelling, I give you F."

While waiting for a Kremlin meeting to begin, Dr. Nicholas Nyaradi, former Hungarian Minister of Finance, extracted an American newspaper from his briefcase and began reading. A Russian attache waiting with him asked for part of it.

"Ha!" exclaimed the Russian after a few minutes of silence, "just what we always suspected would happen in capitalistic America!"

Dr. Nyaradi glanced at the headline to which the Russian was pointing: It read: INDIANS MURDER SENA-

Absolutely the most hair-raising ending to a football game last season occurred in the 35th annual classic between George Washington H.S. of Alexandria and Washington-Lee H.S. of Arlington, both in Virginia. Undefeated Washington-Lee had to win in order to cop the state crown. But with two seconds remaining, the score stood 0-0. At this juncture, the W-E qb dropped back to the 32-yard line for a field-goal attempt.

He kicked-and as the ball crossed the 10-yard stripe, the final gun went off. The ball traveled 20 yards more, struck the goalposts, bounced up-and then teetered over!

That marked the fourth game of the season won by qb Wayne Ballard's toe, a real rarity in schoolboy football. His three other field goals ac-

16 GAMES (With Apologies to Tennessee Ernie)

Some people say a coach is made out of steel,
A mind that is blank and a heart that can't feel;
All muscle and bone and a boasting way,
No ability to play but to holler all day.

Played 16 games and what do I get?
Another season older and not a win yet.
St. Peter, don't call me, 'cause I can't go,
I owe the officials all of my dough.

The Alumni say that I have material to spare;
I've got a four-foot center when he stands on a chair,
There's a 90-pound tackle and an 80-pound guard,
They should be all muscle but they're 100% lard.

Played 16 matches and what do I get?
Another season older and not a win yet.
St. Peter, don't call me to the celestial shore,
I've lost 16 games but we're going to play more.

The season starts way early in the fall,
Working from sun up to dark, throwing out the ball,
Get home dead tired and ready for bed,
But have to make lesson plans to earn my bread.

Played 16 games and what do I get?
Another season older and not a win yet.
St. Peter, please call me—I must leave here,
They burned me in effigy again this year!

By Ross J. Willink, Maryvale H. S., Cheektowaga, N. Y.

counted for 3-0, 10-7, and 14-12 victories, reports Reese James.

With two out and a runner on second in the 12th, Don Hoak of the Cubs nubbed one down the first-base line. Gil Hodges swooped down, but the ball hit the bag and spun toward second. Hodges stabbed for it, but the ball twisted away. He stabbed again and again. Then Jackie Robinson horned in. The Dodger pair began flailing away like tenderfeet trying to nail a squirming rattler with canoe paddles.

Finally, Hodges looked up. Hoak was safe at first and the winning run was crossing the plate.

was crossing the plate.
"Hit it again, Jackie," he wryly remarked. "It's still breathing."

Clair Bee, the fabulous ex-college and pro hoop coach who's now athletic-directing the N.Y. Military Academy, devastated the 200 coaches and officials attending a recent Westchester County (N.Y.) Sports Forum.

His is the kind of natural wit that pours out in a wonderfully funny stream: "You know, I came to New York as a football coach. Now, we didn't have any material to speak off. So I took a trip to the mine country in West Virginia. I couldn't have arrived at the mines at a better time. Lewis had called a strike—and I was able to return to New York with a flock of fine students."

Weeb Ewbank, Baltimore Colts' coach, informed the banquet circuit that he knew a football coach whose alumni had been on his neck for years demanding a team like Notre Dame and Maryland. The coach picked last year to produce a team like Notre Dame and Maryland . . . and promptly got fired.

Left hook by Shirley Povich, crack columnist for The Washington Post: "In demanding a stadium that could seat 100,000 for the Olympics, the Recreation people may be forgetting that America only gets the Olympics every 36 years, if it is lucky. Anyway, a stadium with 100,000 seats is strictly for the Prince of Nashipur, who collects white elephants."

When 6-10 Bill Russell and 7-0 Ray Felix mixed it up under the boards one night, the crowd was treated to an amazing display of fisticuffs. Russell uncorked a sudden left hook and Felix went down and out.

Felix's teammate, Sweets Clifton, was disgusted. "Ray," he snapped, "you can't even lick a little guy."

After being severely beaned, Don Zimmer was visited in the hospital by Walt Alston. The Dodger manager tried to cheer up the injured shortstop by telling him that he'd be back in the game in a couple of weeks.

in the game in a couple of weeks.
"I wouldn't say that," grinned Pee
Wee Reese's understudy. "I've been
out longer than that even when I
wasn't hurt."

(Concluded on page 53)



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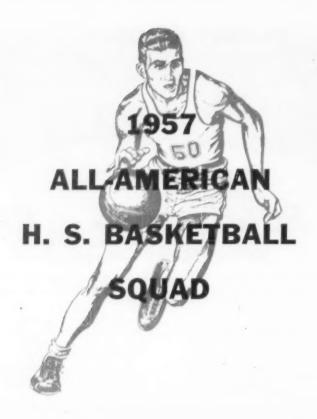
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Horris Brown (Richland) Wash.	6.0	Art Daweld
Ed Burton (Muskegon Heights) Mich.	6.6	Oscar Johnson
Al Butler (East) Rochester, N. Y.	6.2	Ben Daly
Jerry Cobb (Sunset) Dallas, Tex.	6.3	Rufus Moore
Julie Cohen (Erasmus) Brooklyn, N. Y.	5.11	Al Badain
Lerry Comley (Wyandotte) Kansas City, Kans.	6.5	Walt Shublum
Ray Cronk (Bemidji) Minn.	6.41/2	Bun Fortier
Dick Cullers (High Point) N. C.	5.11	Tony Simeen
H. Dardeen (Gerstmeyer) Terre Haute, Ind.	6.4	Howard Sharpe
John Egan (Weaver) Hartford, Conn.	5.11	Charlie Horvath
Edmund Gary (Forest Hill) Miss.	6.3	J. N. Brock
Jerry Graves (Lexington) Tenn.	6.5	Gill Gideon
Beb Heffner (Allentown) Pa.	6.4	J. Milo Sewards
Dave Jackson (Central) Pueble, Cole.	6.8	Vern Cochran
Tony Jackson (Jefferson) Brooklyn, N. Y.	6.4	Mac Hodesblatt
Bill Kilmer (Citrus) Azusa, Calif.	6.0	
Jerry Lucas (Middletown) Ohio	6.9	Paul Walker
Billy Ray Lickert (Lafayette) Lexington, Ky.	6.5	Relph Carlisle
Billy McGill (Jefferson) Los Angeles, Calif.	6.11	
Seb McLeod (Merkel) Tex.	6.4	Don Loyd
Tom Meschery (Lowell) San Francisco, Celif."	6.41/2	Ben Neff
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W. Richards (Richmond Acad.) Augusta, Ga.	6.7	Fred McManus
Lee Sager (East Orange) N. J.	6.5	Frank Milner
Tom Stith (St. Francis) Brooklyn, N. Y.	6.5	Chick Koogan
Loren Welf (Shawane) Wis.	6.414	John Kenney
Dave Woolery (Rosedale) Kaneas City, Kan	5.11	Bill Heitholt

HIRTY crack schoolboy stars from 21 states comprise the second annual All-American High School Basketball Squad picked by Scholastic Coach.

Again we divided the country into nine regions and picked a 15-man all-star squad for each (as shown on the facing page). From these 135 regional choices, we then culled the final 30-man All-American Squad. These final choices are denoted in heavy type.

Averaging 6 ft. 3½ in., the honor Squad includes 26 seniors, 2 juniors, and 2 mid-year graduates. New York, with four selections, cops state honors; followed by California with three selections; and Texas, Pennsylvania, Kansas, and New Jersey with two apiece.

Lone juniors on the Squad are the fabulous 6-9 Jerry Lucas of Middletown (Ohio) H. S. and the big man on the Squad, 6-11 Billy McGill of Jefferson H. S., Los Angeles.

Making the Squad for the second year in a row are Lucas, George Ramming of Union Hill High, Union City, N. J.; and Tom Stith and Tony Jackson of New York City.

Outstanding achievements of the All-American Squad:

Jerry Lucas, still growing at 16, is probably the greatest schoolboy star in the land. A 6-9 colossus of shooting and rebounding talent, he racked up 651 points in 18 games for a sensational 36.2 point average. In the Ohio state tourney, he sank 46 points in the semi-finals—including a 40-foot jumper that tied the score in the last minute—and 28 points in the finals.

New York City's hoop hot-bed furnished three sensational All-Americans in Jefferson's Tony Jackson, St. Francis Prep's Tom Stith, and Erasmus's Julie Cohen.

Tony Jackson, a marvelous 6-4 jump shooter with a 40-foot range, is hailed by some as the greatest high school player in New York City history. He averaged 35 points a game, set a single game high of 54 in the public school tourney, established a total high of 139 for four tourney games, and set a public

*All-Americans denoted in heavy type

NEW ENGLAND

(Conn., Me., Mass., N. H., R. I., Vt.)

John Egan (Weaver) Hartford, Conn.
Maurice Gilmore (New Canaan) Conn.
Tom Stagis (New Britain) Conn.
Ken Tullo (Hillhouse) New Haven, Conn.
Bob Chapman (Edw. Little) Auburn, Me.
Tom Chappelle (Old Town) Me.
Leo Best (Classical) Springfield, Mass.
John Foley (Assumption) Worcester, Mass.
Doug Grutchfield (North Quincy) Mass.
Larry McNulty (Brookline) Mass.
Don Tremblay (C. Cath.) Lawrence, Mass.
Don Sarette (Central) Manchester, N. H.
Chris Mitchell (LaSalle) Providence, R. I.
Ron Stenhouse (Westerly) R. I.
Dave Stern (Springfield) Vt.

MIDDLE ATLANTIC

(N. J., N. Y., Pa.)

Fred Kast (Rahway) N. J.
John Samonski (Trenton Catholic) N. J.
George Ramming (Union Hill) N. J.
Lee Sager (East Orange) N. J.
Bill Bennett (East) Buffalo, N. Y.
Al Butler (East) Rochester, N. Y.
Julie Cohen (Erasmus) B'klyn, N. Y.
Dick Graham (Dobbs Ferry) N. Y.
Tony Jackson (Jefferson) B'klyn, N. Y.
Eddie Simmons (Boys) Brooklyn, N. Y.
Tom Stith (St. Francis) B'klyn, N. Y.
Henry Williams (Malverne) N. Y.
Mark Du Mars (Sharon) Pa.
Bob Heffner (Allentown) Pa.
Bob Mlkvy (Palmerton) Pa.

SOUTH ATLANTIC

(Del., D. C., Md., N. C., S. C., Va., W. Va.)

B. Kelleher (Salesianum) Wilmington, Del. Hillary Brown (Cardoza) Wash., D. C. Bryan Sheehan (St. John's) Wash., D. C. Mike Beasley (Montgomery-Blair) Silver Spring, Md. Ed Ervin (Southern) Baltimore, Md. Charley Keller jr. (Frederick) Md. Wilbur Smith (Fairmont Hahts) Md. Dickie Culler (High Point) N. C. Bruce Hoadley (Raleigh) N. C. David Wallace (Spartanburg) S. C. Eddie Grim (Handley) Winchester, Va. Bucky Keller (Newport News) Va. Bob Davis (Morgantown) W. Va. John Frye (Huntington East) W. Va. Dan Williams (Beckley) W. Va.

SOUTHEAST

(Ala., Fla., Ga., Ky., Miss., Tenn.)

Pat Trammell (Scottsboro) Ala.
Joe Woods (Woodlawn) Birmingham, Ala.
Bobby Shiver (Lakeland) Fla.
Roger Strickland (Bishop Kenny)
Jacksonville, Fla.
Don Keiser (Decatur) Ga.
Wayne Richards (Richmond) Augusta,
Ga.
Bob Jones (Maysville) Ky.

Charles Osborne (Flat Gap) Ky.
Bobby Slusher (Lone Jack) Four Mile, Ky.
Harry Todd (Earlington) Ky.
Edmund Gary (Forest Hill) Miss.
Henry Hoskins (Brookhaven) Miss.

Bill Lickert (Lafayette) Lexington, Ky.

George Finney (Howard) Chattanooga, Tenn. Jerry Graves (Lexington) Tenn.

EAST CENTRAL

(III., Ind., Mich., Minn., Ohio, Wisc.)

Terry Bethel (Collinsville) III.

Art Hicks (St. Elizabeth) Chicago, III.

John Tidwell (Herrin) III.

Howard Dardeen (Gerstmeyer) Terre Haute, Ind.

Herb Lee (Central) South Bend, Ind. Al Maxey (Attucks) Indianapolis, Ind. Ed Burton (Muskegon Heights) Mich. Tom Wilson (Lapeer) Mich.

Ray Cronk (Bemidji) Minn. Paul Lehman (DeLaSalle) Minneapolis

Tom Nordland (Roosevelt) Minneapolis

Jerry Lucas (Middletown) O.

Larry Siegfried (Shelby) O.

Don Kojis (Notre Dame) Milwaukee, Wisc.

Loren Wolf (Shawano) Wisc.

WEST CENTRAL

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Vencent Knight (Coffeyville) Kan. Glen Piper (Dodge City) Kan.

Dave Woolery (Rosedale) Kansas City, Kan.

Bob Gehner (Beaumont) St. Louis, Mo.
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Richard Jarvis (St. John's) Ariz.
Max Lay (Mount Vernon) Ark.
Steve Roberts (Rogers) Ark.
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Errol Linden (DeLaSalle) New Orleans, La.
Dennis Branch (El Rito) N. M.
Bill Bridges (Hobbs) N. M.
John Wilson (Highland) Albuquerque, N. M.
David Hale (Guymon) Okla.
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Larry Pretty Weasel (Hardin) Mont.

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Mark Miller (Jordan) Sandy, Utah

George Rekoutis (Bingham) Utah

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George Black (Cody) Wyo.

Chris Hinckley (Cowley) Wyo.

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(Cal., Hawaii, Nev., Ore., Wash.)

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school career high of 1,433 points.

Tom Stith, a 6-5 jumping jack, averaged 32 points a game and set an all-time city career record of 2,119 points. For the second year in a row, he was voted the outstanding player in New York's Catholic School League and the most valuable player in the national Catholic school's championship tournament.

Julie Cohen, one of the little men on the Squad at 5-11, has no peer as a back-court man. Blessed with superb hands and reflexes, he was the player complete-leading Erasmus in assists, rebounds, and scoring (23-point average).

Jim Altenhofen of Central Catholic, Portland, Ore., averaged 19.1 points and 17.4 rebounds a game. A four-year varsity performer, he averaged 14.7 points for 83 games.

Terry Bethel of Collinsville (Ill.) High sank 920 points in 35 games for a 26.3 average.

Larry Comley of Wyandotte H. S. and Dave Woolery of Rosedale H. S. staged a scoring battle in the Kansas finals, with Woolery sinking 32 points and Comley 37 for a new single game record. Woolery, a 5-11 flash, was voted the most valuable player in the tourney.

Norris Brown of Richland (Wash.) H. S., called "the 6-foot Elgin Baylor of schoolboy basketball," made the state all-star team for the second year in a row.

John Egan, another 5-11 whiz (from Weaver H. S., Hartford, Conn.), is probably the nation's top schoolboy playmaker. A protege of Bob Cousy, who calls him "the greatest schoolboy player I've ever seen." he sank two "must" fouls in the final seconds of the New England championship finals, then led his team to victory with a 12-point splurge in the three-minute overtime.

Jerry Graves of Lexington (Tenn.) H. S. sank 1.117 points for a 34.9 point average, then tallied 36 in a losing cause in the state tournament.

Bill Kilmer of Citrus High, Azusa, Calif., rolled up 900 points in 34 games for a new Southern California mark, and sank 51 points in the sectional quarter-finals.

Bob McLeod was a one-man gang for Merkel (Tex.) High, averaging 37 points and 21 rebounds a game.

Bob Mlkvy, brother of the famous Bill of Temple All-American fame. scored 700 points for a 28-point average at Palmerton (Pa.) H. S.

Wayne Richards averaged 21.4 points for Richmond Academy, Augusta, Ga., and was selected the most valuable player in Georgia for the second year in a row.

Lee Sager, 6-5 all-court star of East Orange (N. J.) High, averaged 23.6 points a game and hit for 38 in the county finals against Bloomfield, eventual state champs. He was probably the greatest schoolboy foul shooter in the land with a .900-plus average.

Loren Wolf picked off 40 rebounds in three tourney games in leading Shawano H. S. to its second consecutive Wisconsin state crown.

Bob Heffner of Allentown (Pa.) H. S. averaged over 27 points a game; while Billy Ray Lickert averaged 24.4 in leading Lafayette High of Lexington to the Kentucky state title.

Tom Meschery, a great set shooter and driver at 6-5, graduated from Lowell High (San Francisco) at mid-year, but showed enough to rate All-American honors. Fresh out of high school, he scored 18 points for the San Francisco Olympic Club in the national AAU tournament finals.

George Ramming of Union Hill High, Union City, N. J., was the Squad's other mid-year graduate. A tremendously built 6-5 superman, he tallied 1,737 points during his career against tough Hudson County opposition.

Billy McGill of Jefferson High, Los Angeles, was the big man of the Squad at 6-11. Though seeing only limited action because of runaway scores, he still managed to average 24 points a game.

U.C.L.A.'s Coach Wooden calls him the best ever in the area.

Bjarne Jensen, 6-9 star from Franklin High, Portland, Ore.. made the Squad last year and undoubtedly would have repeated if a knee operation hadn't sidelined him for more than half the season.

"Coaches Corner"

(Continued from page 49)

When Gene Tunney was training for his first fight with Jack Dempsey, people laughed at stories of Tunney reading Shakespeare. A young reporter cornered Gene one afternoon and asked if he (Tunney) had ever written anything himself.

The Fighting Marine snapped, "No! Enough people are laughing at me because I can read. Imagine what they'd do if they thought I could write, too."

Dee Williams, former Cub catcher, silently watched one of his teammates jawing away at Umpire Charlie Berry. Naturally the player lost the argument and everybody started moving back to their positions. It was then that Dee turned to Berry:

"Charlie," he said quietly, "answer me one question: How do you get your square head in that round mask?"

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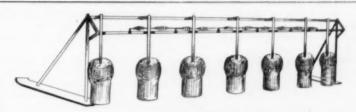






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Run-or-Pass Roll-Out Series

(Continued from page 7) .

Key blocks are applied by the flanker back, who shoulders in the defensive tackle, and by the right tackle, who chops down the outside linebacker. Depending on the defensive alignment, these two assignments are interchangeable. The right halfback bumps out the defensive end, while the split right end takes the defensive halfback, and the left guard moves downfield to lead interference.

Having run the power sequence, the stage now is set for the big yardage-gainer—the quarterback option play, shown in **Diag. 2** as run to the right against a 5-3 defense. It unfolds as follows:

Right Half: Drives toward defensive end, hooks him in. Theoretically, this block is set up by the previous off-tackle play, in which the right half moved toward the same defender, but turned him out.

Right Guard: Pulls and "cleans up" on the defensive end, and/or protects against a crashing line-backer. If the defensive unit employs a 6-man line, he stays in to block.

Fullback: Once again he drives toward tackle at the snap of the ball. But this time he fakes the handoff from the quarterback, then veers quickly to the outside of, and behind, the right half in order to help block the defensive end and linebacker. The fake momentarily freezes the defense, allowing potential pass receivers time to break clear.

As designed, the right half, right guard, and fullback now have formed an impenetrable shield, from left to right, and are in good position to protect the quarterback. While a defensive end who charges hard and deep poses the major threat to the play, such a maneuver also leaves him vulnerable to his inside. It's hoped that the previous off-tackle slant has made him conscious of that very possibility.

Left Guard: Pulls as if leading interference, then doubles back to cover the opposite side end.

Other Interior Linemen: Block defenders in front of them, slide to the right for follow-up position.

Flanker Back: Head-fakes the defensive end as he breaks to the latter's inside, runs three yards downfield, then pivots sharply to his right, parallel to the line of scrimmage. If the quarterback decides to run, the flanker back will swerve back to block the nearest (probably the middle) linebacker.

Right End: Splits off 12 yards. At the snap, he races downfield, slightly to the inside of the defensive half-back, hoping that the fullback fake and general momentum of the play will draw the halfback toward the line of scrimmage. If the defensive secondary rotates with the halfback moving up and releasing the offensive end to the safetyman, the end will sprint deep to the end zone flag.

This has a twin advantage: it enables the end always to stay in bounds, and it gives him a convenient angle to catch the ball while moving away from the safetyman, who'll be in an awkward position to break up the pass. If, on the other hand, the defensive halfback fades to cover deep, the end has the choice of cutting sharply to the right, in front of him, about 12 yards downfield

Left End: Splits 8 to 10 yards. He hesitates, then races deep, slightly to the outside. If the defensive halfback rotates, this end may be open—and good for a score. Usually, though, he operates as a decoy.

Quarterback: The "heart" of the play, he first makes an open pivot, takes two steps, fakes the off-tackle power play to the fullback, then hides the ball momentarily by clasping it against his right groin (not against his hip since the ball might be seen by the opposite defensive end, who's a definite threat to the smooth function of the play).

Three steps later, the qb reaches the deepest point of his arc-like pattern, which must not carry more than 5 yards behind the line so that, if he's tackled, the loss will be minimized. At this precise second, the qb undertakes the three-step thought pattern.

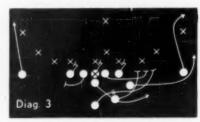
First, he looks at the defensive halfback. If the latter has relinquished the split right end to the safetyman, or has committed the unforgivable by allowing the end to get behind him, then the qb passes long. A high, lob-type throw is preferable here to make interception difficult.

Second, if the end has been unable to shake clear, the qb looks for the defensive outside linebacker, who'll either be crashing or will have followed the flanker back into the right flat. If the linebacker rushes, the pass will be thrown into the flat, and the flanker back will be able to break downfield, assisted by the right end who's in effective blocking position.

Third, if the linebacker is covering the flat, the qb yells "Go!" and exercises his option to race straight downfield. Both the right end and flanker back can block for him, while the fullback, right half, and right guard, as soon as they hear the yell, are poised to break in front to lead the play.

It's significant to note that the qb makes his choice just as he swings forward out of the deep part of the arc. The play thus simulates a run, adding to the deception in the event the quarterback passes. This forward motion also helps him keep his balance for a throw.

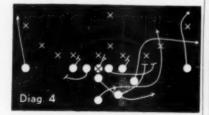
At Santa Monica, most quarterbacks prefer throwing on the run as against a jump pass or a stopand-throw, although the individual player can adopt his own style.



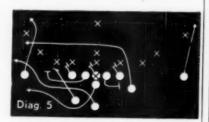
Diag. 3 illustrates a slight variation of the quarterback rollout, the essential difference being that the flanker back, instead of first breaking downfield, floats laterally into the right flat, seven yards deep, as indicated.

This play has been a consistent gainer. Not infrequently the flanker back is left uncovered, having filled the void created by the defensive halfback drifting back to follow the right end. The same pattern also can be run by lining up the backs.

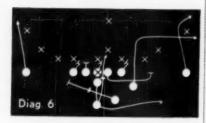
in a tight T-formation, then sending the left half in motion to the right, instead of stationing him as a flanker.



Another variation, the fullback check-off pass, is shown in Diag. 4. After the fake, the fullback swings to the outside, then two or three yards downfield. The quarterback can pitch to him, to either end, to the flanker back, or can proceed to



Diag. 5 émbodies a fullback check-off play directed to the left side. Here the fullback breaks into the flat just beyond the line of scrimmage, while the flanker back angles fast downfield and to the left, seven yards deep.



The crossbuck bootleg, with an option to pass or run, follows the same fundamental pattern except that it features a double-fake (Diag. 6). The quarterback engineers a full fake to the fullback, makes a right hand fake to the right half while holding the ball in his left hand, sweeps five yards deep, then projects himself into the prescribed three-step thought pattern.

Since this is a somewhat slower play, the flanker back runs eight instead of three yards deep before pivoting toward the right sideline. The right half blocks the opposite defensive end, allowing the left guard to stay in. The right guard pulls out as usual, with the fullback

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driving in to fill the hole after the fake.

Considerable success also has been achieved in running the option play off the belly-series from a standard T-formation (Diag. 7). Here the quarterback "rides in" with the fullback for two steps, tying up the defense for a while with the fake alone. The left half crosses to block the defensive end, the right guard pulls to assist, and



the fullback again hits the vacated spot.

The right half goes five yards deep, then darts to the right, while the right end sprints down and out. After the belly-fake, the quarterback rolls out into the regular option pattern.

Although this series isn't easy to master, with repeated practice it can be learned to advantage. Santa Monica High has used it effectively for several seasons, either for short yardage or that long gainer, and from virtually any point on the field.

Fundamentals of Pass Defense

(Continued from page 45)

Our safety and right half key on the ends while our left half and fullback key on the flankers. As previously mentioned, our backs yell out immediately upon detection of the opponents' formation. In this case, they would yell "Double flanker!"

Having taught the team coverage to all offensive formations, we then work with the individual responsibilities and fundamentals to accomplish our objective of perfection in the team coverage.

We work with the defenders on their stance (Diag. 4)—position of feet and body. We want our backs to shuffle from side to side quickly and to go backward just as quickly.

In our drills, we try to accomplish near perfection in these movements. We talk to our backs in terms of lateral and vertical movements. We always want our defenders to think first in terms of a pass and secondly a run. Our corner men and deep backs are taught to move first with an outside lateral step, then vertical.

In the initial body position, the hips are dropped and the arms hanging at the sides, ready to go into what we call the fundamental position. The players are looking at the quarterback (passer), watching his eyes. Our linebackers' arms are hanging down below the knees, not on the knees. This puts them in a better position to ward off blockers.

We want our backs' shoulders parallel to the line of scrimmage, and we want the backs to backpeddle with the feet before ever turning (after the ball has been snapped). They keep looking through the pass receiver to the eyes of quarterback (passer), and they never let the receiver get closer than three yards.

When the receiver makes his move and gets within 3 yards, the defender turns to the outside first and then runs, looking back over shoulder through the receiver. They must keep the receiver in their line of vision with the passer.

We ask our lineman to move to point, then look (locate ball), then move; while we want our backs to locate the ball, then move to point, then go get the football. We don't want our backs to move until they know where the potential receiver is going.

Some of the points we stress and work on with our pass defenders are as follows:

- 1. Work for quick reaction to pass.
- 2. Look through receiver to passer.
- 3. Watch the eyes of passer.
- 4. Watch ball into your hands.
- 5. Talk-talk-talk.
- 6. Converge on ball once it's in the air.
- 7. If covering actual receiver, don't anticipate; if covering non-receiver, you can anticipate.
- Study action of passer to know quickly where he'll throw the ball.
- Gamble a little, but know when to gamble (cannot do it consistently).
 - 10. Be rough and aggressive.
 - 11. Learn how to run backward.
- 12. Learn how to shuffle from side to side.

- First think in terms of pass being thrown over your head, not short.
- 14. Be ready to intercept pass if it's tipped—don't quit.
- 15. Know the position on the field, the down, and distance.
- 16. Don't let anyone get behind
- Exercise caution in running up to a pile-up, lest the carrier spin out.
- 18. Watch for tip-offs and be alert for fumbles.

We always grade our pass defense in our movies. We grade them mainly for positioning: (1) how close they allow pass receiver to get to them, (2) whether receiver got to his outside, (3) whether receiver got to his inside.

People often comment on the fact that we have our defensive backs yelling out the offensive formations and helping each other by yelling their coverage responsibilities, etc. Much of our success on pass defense, I feel, is related to this.

As soon as our backs diagnose a pass they all yell "Pass-pass-pass!" When the ball is in the air, they all yell "Ball-ball-ball!" If we intercept a pass they yell "Fire!" If a defensive back sees two men coming into his area, he yells "Help-help!"

Great pass defenders must be a combination of many things, mainly aggressive, alert, quick reactions, and good visual observation along with hustle and great desire and a feeling of wanting to get the football.

A UTHOR Carl Torch graduated from Miami (Ohio), where he played football and basketball, in 1948 and received his masters degree from Columbia in 1951. After coaching high school ball successfully for six years, he moved to John Carroll University (Cleveland) as assistant coach. And if John Carroll is now carrying the Torch for Carl, you can hardly blame them. His frosh clubs have lost only one game in three seasons. Over the past two seasons, they've had just 15 points scored against them and have won the Presidents' Athletic Conference crown both times.

NEW BOOKS On the Sportshelf

(See page 47 for other reviews)

TUMBLING AND BALANCING FOR ALL.
 By George Szypula. Pp. 161. Illustrated.
 Dubuque, Ia.: Wm. C. Brown Co. \$3.50.

MAGNIFICENTLY illustrated with hundreds of large, sharp action sequences, this big (11" by 8½") handsome manual offers a valuable aid in the teaching and training of gymnastics progressions.

The author, national tumbling champion from 1940 to 1943, now coaching at Michigan State U., does a great job of organizing his material and analyzing the techniques. His progressions are thoroughly sound and his patterns for performance graphic and exact.

The material is organized in five big sections: Responsibilities of Instructors and Students, Individual Tumbling and Balancing, Doubles Tumbling and Balancing, Advanced Individual Tumbling Routines, and Competitive Tumbling and Officiating.

This definitely is a major contribution to the field, unreservedly recommended for both coaches and performers.

Miscellaneous

- Sport and Dance Films. By Effletee Martin Payne. Pp. 125. New York City: Educational Film Library Assn. \$1.25. (A descriptive catalog of selected 16-mm. films on sports, dance, and recreation—with accent on those which can be used in girls physical ed—with appraisals, purchase, and rental sources.)
- Health for Modern Living. By H. F. Kilander. Pp. 493. Illustrated. Englewood Cliffs, N. J.: Prentice-Hall, Inc. (Comprehensive text stressing satisfactory emotional and social adjustment, maintaining and improving own health and cooperating in solving community health problems, and training for responsibilities of family life and citizenship.)
- Mechanics of the Pole Vault (3rd edition). By Dr. Richard V. Ganslen.
 Pp. 93. Illustrated—photos and drawings. \$1.25. (Greatest treatise on vaulting ever to see print. Contains 6000 words of new material and comments by world ranking vaulters plus many photo action sequences. Great for coaches and athletes. Order from Dick Ganslen, Professor of Physiology, University of Arkansas, Fayetteville, Ark.)
- Olympic Games 1956. Edited by Cecil Bear. Pp. 112. Illustrated. \$2.75. (Complete summaries of every event including heats. Order from Sport-Shelf, 10 Overlook Terrace, New York 33, N. Y.)

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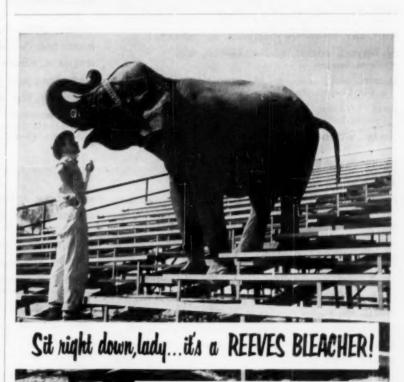
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Details on schools may be gleaned from Coaching School Directory on pages 59-63.

FOOTBALL

ARLANSON, HARRY, Tufts-Colby Coll. (adv. on p. 61).

BRENNAN, TERRY, Notre Dame-Michigan A. A., No. Michigan Coll.

BROYLES, FRANK, Missouri—All-Star Football, Florida A. & M., Idaho Coaches, Illinois Coaching.

BRUHN, MILT, Wisconsin-Wisconsin Coaches (adv. on p. 61).

BRYANT, PAUL, Texas A. & M.—All-American, Florida A. & M., Georgia Coaches, Louisiana Coaches, Southern U.

COLLIER, BLANTON, Kentucky-Mississippi Coaches (adv. on p. 60), Florida St. U., Wisconsin Coaches (adv. on p. 61), Kentucky U.

CURTICE, JACK, Utah--Connecticut U. (adv. on p. 61).

DAUGHERTY, DUFFY, Michigan St.-Nevada U. (adv. on p. 60).

DICKENS, PHIL, Indiana—South Carolina Coaches (adv. on p. 60), Tennessee A. A.

DIETZEL, PAUL, Louisiana St.—Eastern Pa. Coaches, Louisiana Coaches.

DODD, BOBBY, Georgia Tech-Florida St. U., Mississippi Coaches (adv. on p. 60), South Carolina Coaches (adv. on p. 60).

ELIOT, RAY, Illinois-New Hampshire A. A., Virginia H. S.

EVASHEVSKI, FOREST, Iowa—All-American, Iowa A. A., Oklahoma Coaches.

FAUROT, DON, ex-Missouri-Washington St. Coaches (adv. on p. 61), Southern Illinois U.

GIESE, WARREN, South Carolina—Florida A. & M., Florida Coaches, South Carolina (adv. on p. 60), Southern U.

HAYES, WOODY, Ohio St.-Ohio Football (adv. on p. 60).

HOWARD, FRANK, Clemson—Indiana A. A., Ohio Football (adv. on p. 60).

JONES, GOMER, Oklahoma—Florida A. & M., New Mexico Coaches, Ohio Football (adv. on p. 60), Oregon U., Western Colorado.

MATHER, CHUCK, Kansas-New Mexico Coaches, All-Star Foot.

MICHELOSEN, JOHN, Pittsburgh-Colorado U.

NELSON, DAVE, Delaware—Wisconsin Coaches (adv. on p. 61), Kentucky U.

NUGENT, TOM, Florida St.-Florida A. & M.

OOSTERBAAN, BENNIE, Michigan-Michigan U.

PARSEGHIAN, ARA, Northwestern—Wisconsin St. Coll., All-Star Football, River Falls, Kentucky U.

PILNEY, ANDY, Tulane-Florida Coaches.

REAGAN, FRANK, Villanova-Eastern Pa. Coaches.

ROYAL, DARRELL, Texas-Arizona Coaches (adv. on p. 61).

SCHWARTZWALDER, BEN, Syracuse—Eastern Pa. Coaches, Ohio Football (adv. on p. 60), New York St. (adv. on p. 59).

TAYLOR, CHUCK, Stanford-California Workshop, Utah St. Coll.

WARD, DAL, Colorado-Colorado U., South Dakota A. A.

WARMATH, MURRAY, Minnesota-Oklahoma Coaches.

WILKINSON, BUD, Oklahoma-Florida St. U., Texas Coaches.

WOODRUFF, BOB, Florida-Florida A. & M.

WYATT, BOWDEN, Tennessee—Eastern Pa. Coaches, Florida St. U., Georgia Coaches, Louisiana Coaches, Ohio Football (adv. on p. 60), Texas Coaches.

BASKETBALL

ANDERSON, FORDDY, Michigan St.—Wisconsin Coaches (adv. on p. 61), Indiana Basketball.

BEE, CLAIR, N. Y. Military Acad.-Eastern Pa. Coaches.

CARNEVALE, BEN, Navy-New Hampshire A. A., Florida Coaches.

CASE, EV, North Carolina St.—Nevada U. (adv. on p. 60), Indiana Basketball.

CRUM, BIRNEY, Muhlenberg-Eastern Pa. Coaches.

CURRAN, JOE, Canisius-Upstate New York (adv. on p. 60).

DIDDLE, ED, Western Kentucky St.-Colby Coll. (adv. on p. 61).

FOSTER, BUD, Wisconsin-Wisconsin Coaches (adv. on p. 61).

GARDNER, JACK, Utah-Wyoming Coaches.

HICKEY, EDDIE, St. Louis—Connecticut U. (adv. on p. 61), New Hampshire A. A.

IBA, HANK, Oklahoma A. & M.—All-American, South Dakota A. A. LITWACK, HARRY, Temple—New York St. (adv. on p. 59).

LOEFFLER, KEN, Texas A. & M.—Georgia Coaches, New Mexico Coaches. McCRACKEN, BRANCH, Indiana-Virginia H. S.

McGUIRE, FRANK, North Carolina—South Carolina Coaches (adv. on p. 60), Utah St. Coll.

NEWELL, PETE, California-California Workshop, Oregon U.

NORTON, KEN, Manhattan-Adelphi Coll. (adv. on p. 59).

O'CONNOR, BUCKY, Iowa—Adelphi Coll. (adv. on p. 59), Arizona Coaches (adv. on p. 61), Indiana A. A.

POLLARD, JIM, La Salle-Upstate New York (adv. on p. 60).

RUPP, ADOLPH, Kentucky-Idaho Coaches, Mississippi Coaches (adv. on p. 60), Kentucky U.

SCHAUS, FRED, West Virginia-Tennessee A. A., West Virginia U.

STAHL, FLOYD, Ohio St.—Illinois Coaching, Michigan A. A., No. Michigan Coll., River Falls.

WATTS, STAN, Brigham Young-Western Colorado.

WOODEN, JOHN, U.C.L.A.—Washington St. Coaches (adv. on p. 61).

Coaching School Directory

- ADELPHI COLLEGE—Garden City, Long Island, N. Y. Aug. 5-7. Directors, George Faherty (Adelphi College) and John Sipos, Huntington (N. Y.) H. S. Course: Basketball. Staff: Bucky O'Connor, Ken Norton, others. Tuition: \$15 (includes room and notes). See adv. on page 59.
- ALL-AMERICAN CLINIC Bemidji, Minn June 17-19. Directors, K. E. Wilson and H. J. Erickson. Courses: Football, Basketball, Officiating. Staff: Forest Evashevski, Paul Bryant, Hank Iba, Bill Strannigan, others. Tuition: \$15.
- ALL-STAR H. S. FOOTBALL—Raytown, Mo. Aug. 12-14. Director, Ted Chittwood. Staff: Chuck Mather, Frank Broyles, athers. Tuition: \$5 (plus \$8.50-\$10.50 room and board per day).
- ARIZONA COACHES ASSN.—Flagstaff, Ariz. Aug. 19-24. Director, Joe M. Garcia, Box 61, Litchfield Park, Ariz. Coursess Football, Basketball, Track, Baseball, Training, others. Staff: Darrell Royal, Bucky O'Connor, others. Tuition: \$17.50 (plus \$17 room and board). See adv. on page 61.
- CALIFORNIA WORKSHOP—San Luis
 Obispo, Cal. Aug. 5-16. Director, J. B.
 Haralson, 2000—24th St., Bakersfield, Cal.
 Courses: Football, Baskerball, Track, Baseball, others. Staff: Chuck Taylor, Pete
 Newell, Jess Mortensen, Rod Dedeaux,
 others. Tuition: \$10, one week; \$20, two.
- COLBY COLLEGE—Waterville, Me. June 19-21. Director, Bill Millett, 16 Dalton St., Waterville, Me. Courses: Football, Basketball. Staff: Harry Arlanson, Henry Plausse, Ed Diddle. Tuition: \$20. See adv. on page 61.
- COLORADO UNIV.—Boulder, Colo. June 17-21. Director, Harry Carlson. Courses: Football, Basketball, Track, Baseball, Training. Staff: John Michelosen, Dal Ward, Sox Walseth, Jerry Bush, Frank Potts, Frank Prentup, others. Tuition: \$10.
- CONNECTICUT UNIV.—Storrs, Conn. Aug. 13-15. Director, J. Orlean Christian. Courses: Football, Basketball. Staff: Jack Curtice, Ed Hickey, others: Tuition: \$10 (meals a la carte, rooms \$3.50 per night). See adv. on page 61.
- EASTERN PENNA. COACHES ASSN.—East Stroudsburg, Pa. June 17-20. Director, Marty Baldwin, Box 205, East Stroudsburg, Pa. Courses: Football, Basketball, Training. Staff: Bowden Wyatt, Ben Schwartzwalder, Paul Dietzel, Frank Reagan, Clair Bee, Birney Crum, Eddie Zanfrini, others. Tuition: \$45 (includes room, board, golf).

- FELLOWSHIP OF CHRISTIAN ATHLETES— Estes Park, Colo. Aug. 18-23. Director, Don McClanen, 518 Professional Bldg., Kansas City 6, Mo. Courses: All Sports. Staff: Biggie Munn, Phog Allen, Dean Cromwell, Bob Feller, Otto Graham, Temple Tucker, Rafer Johnson, Branch Rickey, others. Tuition: \$30 (includes room and board). See adv. on page 60.
- FLORIDA A & M—Tallahassee, Fla. June 10-15. Director, A. S. Gaither. Courses: Football, Basketball, Training. Staff: Paul Bryant, Warren Giese, Bob Woodruff, Frank Broyles, Tom Nugent, Gomer Jones, others. Tuition: \$17 (includes room).
- FLORIDA COACHES ASSN.—Gainesville, Fla. Aug. 5-8. Director, Carey E. McDonald, Box 73, Callahan, Fla. Courses: Football, Basketball, Track, Baseball, Training. Staff: Warren Giese, Andy Pilney, Ben Carnevale, others. Tuition: members, free; others, \$15.
- FLORIDA STATE UNIV.—Tallahassee, Fla. June 13-15. Director, Tom Nugent. Course: Football. Staff: Bowden Wyart, Bud Wilkinson, Bobby Dodd, Blanton Collier, others. Tuition: \$15 (includes room).
- GEORGIA COACHES ASSN.—Atlanta, Ga. Aug. 12-15. Director, Dwight Keith, 310 Buckhead Ave. N.E., Atlanta, Ga. Courses Football, Basketball, Training. Staff: Paul Bryant, Bowden Wyatt, Ken Loeffler, others. Tuition: members, \$7; athers, \$10.
- IDAHO COACHES ASSN.—Sun Valley, Ida. Aug. 5-9. Director, Jerry Dellinger, Jerome (Ida.) H. S. Courses: Football, Basketball, Track, Training. Staff: Frank Broyles, Adolph Rupp, Eddie Wojecki, others. Tuition: members, \$10; others, \$15.
- IOWA ATHLETIC ASSN.—Spirit Lake, Ia. Aug. 19-22. Director, Lyle T. Quinn, Boone, Ia. Courses: Football, Basketball, Track, Baseball, Wrestling, Training. Staff: Forest Evashovski, Ken Rawlinson, others. Tuition: state coaches, free; others, \$10.
- ILLINOIS COACHING CLINIC—Normal, Ill. June 11-12. Director, Howard J. Hancock, Illinois State Normal University, Normal, Ill. Courses: Football, Basketball, Track, Baseball. Staff: Frank Broyles, Floyd Stahl, others. Tuition: free.
- INDIANA ATHLETIC ASSN.—Lafayette, Ind. Aug. 5-8. Director, L. V. Phillips, 812 Circle Tower, Indianapolis, Ind. Courses: Football (Aug. 5-6), Basketball (Aug. 7-8). Staff: Frank Howard, Jack Mollenkopp, Bucky O'Connor, Ray Eddy, others. Tuition: state coaches, \$1; others, \$10.
- INDIANA BASKETBALL—Kokomo, Ind. Aug. 1-3. Director, Cliff Wells, Tulane University, New Orleans 18, La. Staff: Forddy Anderson, Ev Case, others. Tuition: \$10.

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JIM ROBINSON, Director Lehman High School, Canton 3, Ohio KANSAS COACHING SCHOOL-Wichita, Kan. Aug. 19-22. Director, C. H. Kopelk, 1300 Topeka Blvd., Topeka, Kan. Courses: Football, Basketball, Training. Staff: To be announced, Tuition; \$10.

KENTUCKY UNIV .- Lexington, Ky. Aug. 7-10. Director, Bernie A. Shively. Courses: Football, Basketball, Baseball, Track. Staff: Blanton Collier, Ara Parseghian, David Nelson, Adolph Rupp, others. Tuition: free, state coaches; fee for others.

LOGAN'S TRAINERS CLINIC-Los Angeles, Cal. Aug. 31. Director, Kickapoo Logan, 4966 Eagle Rock Blvd., Los Angeles 41, Cal. Staff: Kickapoo Logan, Gene Logan, Bill Getzelman, others. Tuition: free.

LOUISIANA COACHES ASSN.-Baton Rouge, La. July 29-30. Director, Woody Turner, Byrd H. S., Shreveport, La. Courses: Football, Basketball, Track, Training. Staff: Paul Bryant, Bowden Wyatt, Paul Dietzel, Al Moreau, others. Tuition: \$5 (free housing).

MICHIGAN ATHLETIC ASSN .- Mt. Pleasant, Mich. Aug. 12-16. Director, Dan Rose. Courses: Football, Basketball, Track, Training. Staff: Terry Brennan, Floyd Stahl, others. Tuition: \$20 (includes room and board).

MICHIGAN UNIV .- Ann Arbor, Mich. June 24-July 5. Supervisor, Howard C. Leibee. Courses: Coaching and Administration. Staff: Bennie Oosterbaan, Bill Perigo, Don Canham, Jim Hunt. Tuition: resident, \$20; others, \$30.

MISSISSIPPI COACHES ASSN.-Jackson, Miss. July 30-Aug. 2. Director, Sammy Bartling, Millsaps College, Jackson, Miss. Courses: Football, Basketball. Staff: Bobby Dodd & Staff, Blanton Collier, Adolph Rupp. Tuition: members, \$10; others, \$15. See adv. on page 60.

NEVADA UNIV.-Reno, Nev. June 17-21. Director, G. A. Broten. Courses: Football, Basketball, Training. Staff: Duffy Daugherty, Everett Case, Kickapoo Logan. Tuition: state coaches, \$20; others, \$24. See adv. on page 60.

NEW HAMPSHIRE ATHLETIC ASSN .-Plymouth, N. H. June 17-18. Director, J. Robert Eddy, 121 North State St., Concord, N. H. Courses: Football, Basketball, Baseball, Track, Soccer. Staff: Ray Eliot, Eddie Hickey, Ben Carnevale, Tony Lupien, others. Tuition: state coaches, \$15; others, \$20 (includes room and board).

NEW MEXICO COACHES-Albuquerque, N. M. Aug. 4-10. Director, C. H. (Doc) Ledbetter, 1213 Princeton Drive S.E., Albuquerque, N. M. Courses: Football, Basketball, Training. Staff: Gomer Jones, Chuck Mather, Ken Loeffler, Jack Nagle, C. R. Bickerstaff, Tuition: members, \$10; non-members, \$15; displays, \$25.

NEW YORK STATE - Schenectady, N. Y. Aug. 26-29. Director, Philip J. Hammes, Proctor H. S., Utica, N. Y. Courses: Football, Basketball, Baseball, Soccer, Wrestling, Training. Staff: Ben Schwartzwalder, Harry Litwack, others. Tuition: \$40 (includes room and board). See adv. on page 59.

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OHIO FOOTBALL-Canton, O. Aug. 12-16. Director, Jim Robinson, Lehman H. S., Canton, O. Staff: Bowden Wyatt, Woody Hayes, Ben Schwartzwalder, Frank Howard, Gomer Jones, Ken Rawlinson. Tuition: members, \$10; others, \$15. See adv. on page 60.

OKLAHOMA COACHES ASSN .- Tulsa, Okla. Aug. 12-15. Director, Leon Bruner, 335 S.E. 25, Oklahoma City, Okla. Courses: Football, Basketball, Baseball. Staff: Forest Evashevski, Murray Warmath, Eddie Cramer, others. Tuition: \$10.

OREGON UNIV .-- Eugene, Ore. June 10-15. Director, A. A. Esslinger. Courses: Football, Basketball, Baseball, Track, Wrestling. Staff: Gomer Jones, Pete Newell, Don Kirsch, Bill Bowerman, Bill Hammer. Tuition: \$16.

RIVER FALLS—River Falls, Wis. June 13-15. Director, Phil Belfiori. Courses: Football, Basketball, Training. Staff: Ara Parseghian, Lyle Blackburn, Floyd Stahl. Tuition: \$15.

SOUTH CAROLINA COACHES ASSN .-Columbia, S. C. Aug. 4-9. Director, Harry Hedgepath, 1623 Harrington St., Newberry, S. C. Courses: Football, Basketball. Staff: Bobby Dodd, Warren Giese, Phil Dickens, Frank McGuire. Tuition: members, \$4; non-members, \$10 one course, \$15 both. See adv. on page 60.

SOUTH DAKOTA ATHLETIC ASSN .- Rapid City, S. D. Aug. 19-22. Director, R. M. Walseth, Box 203, Pierre, S. D. Courses: Football (11, 8, and 6), Basketball, Track, Training. Staff: Dal Ward, Hank Iba, Jim Emmerich, Laurence Morgan, others. Tuition: free.

SOUTHERN ILLINOIS UNIV.-Carbondale, III. Aug. 15-16. Director, Dr. Carl E. Erickson. Courses: Football, Basketball. Staff: Don Faurot, others. Tuition: state coaches, free; others, \$10.

SOUTHERN UNIVERSITY-Baton Rouge, La. June 10-14. Director, A. W. Mumford, Courses: Football, Basketball, Staff: Paul Bryant, Warren Giese, others. Tuition: \$10.

SOUTHWEST MISSOURI STATE COLL .-Springfield, Mo. July 12-13. Director, Aldo A. Sebben. Courses: Football, Basketball. Staff: To be announced. Tuition:

TENNESSEE ATHLETIC ASSN .- Cookeville, Tenn. July 24-27. Director, Wilburn Tucker, Tennessee Tech, Cookeville, Tenn. Courses: Football, Basketball, Track, Baseball, Training, Staff: Phil Dickens, John Vaught & Mississippi Staff, Fred Schaus, others. Tuition: free (room and board, \$9.50).

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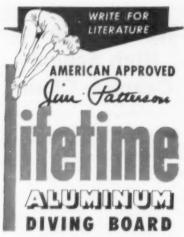
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UPSTATE NEW YORK BASKETBALL—Delhi, N. Y. June 25-27. Director Edward J. Shalkey. Staff: Jim Pollard, Joe Curran, Neenie Campbell. Tuition: \$20 for one man; \$30 for two from same school. See adv. on page 60.

UTAH STATE COLLEGE—Logan, Utah. June 3-7. Director, Summer School Director. Courses: Football, Basketball, Baseball, Training. Staff: Chuck Taylor, Frank Mc-Guire, Tony Robello, Jack Rockwell. Tuition: \$10.

VIRGINIA H. S. LEAGUE—Charlottesville, Va. Aug. 7-10. Director, G. K. Tebell, U. of Virginia, Charlottesville, Va. Courses: Football, Basketball, Track, Baseball, Wrestling, Training. Staff: Ray Eliot, Branch McCracken, Wes Livengood, others. Tuition: state coaches, \$5: others, \$10.

VIRGINIA STATE COLLEGE—Petersburg, Va. June 17-21. Director, W. W. Lawson. Courses: Football, Basketball. Staff: To be announced. Tuition: \$15.

WASHINGTON COACHES ASSN. — Spokane, Wash. Aug. 19-24. Director, A. J. Lindquist, 3215 East Mercer, Seattle 2, Wash. Courses: Football, Basketball, Track, Baseball, Wrestling, Training. Staff: Don Faurot, John Wooden, Bill Bowerman, Eddie Wojecki, others. Tuition: members, free; others, \$10. See adv. on page 61.

WESTERN COLORADO — Grand Junction, Colo. June 2-4. Director, Eugene Hansen, Grand Junction (Colo.) H. S. Courses: Football, Basketball, Baseball, Track. Staff: Gomer Jones, Stan Watts, Clarence Robinson, Walter Bergman. Tuition: \$10.

WEST VIRGINIA UNIV.—Morgantown, W. Va. July 22-Aug. 16. Director, Ray O. Duncan. Courses: Football, Baskerball, Track, Baseball. Staff: Art Lewis & Staff, Fred Schaus, Steve Harrick, others. Tuition: resident, \$4 per hour; non-resident, \$16 per hour.

WISCONSIN COACHES ASSN.—Madison, Wis. Aug. 12-16. Director, Hal Metzen, 1623 Jefferson, Madison, Wis. Courses: Football, Basketball, Wrestling. Staff: Dave Nelson, Blanton Collier, Milt Bruhn, Forddy Anderson, Bud Foster, others. Tuition: \$10. See adv. on page 61.

WISCONSIN STATE COLL.—River Falls, Wis. June 13-15. Director, Phil Belfiori. Courses: Football, Basketball, Training. Staff: Ara Parseghian, others. Tuition: \$15.

WYOMING COACHES ASSN.—Laramie, Wyo. July 29-Aug. 2. Director, Carl W. Rollins, Sheridan (Wyo.) H. S. Courses: Football, Basketball, Training. Staff: Bob Devaney & Wyoming Staff, Jack Gardner, others. Tuition: members, \$5, others, \$10.

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